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The intent of the conference was to (1) assemble the student personnel workers of Maryland junior colleges, (2) evaluate and update professional information, both local and nationwide, (3) disseminate information through small-group interaction and mass media, (4) develop a detailed follow-up survey and study of student personnel departments in the colleges, and (5) prepare a conference report to be used as a reference tool for student personnel workers. Keynote speakers were Edmund J. Gleazer, Jr. ("What's on the Horizon for Junior/Community Colleges?"), L. Lynn Ourth ("Student Development in Higher Educational Environments"), Max R. Raines ("How Do We Evaluate What We Do?"), James L. Wattenbarger ("A Model State Structure for Community Colleges"), Paul E. Behrens and Edwin T. Carine ("Realistic Approaches to Student Appraisal"), and Daniel J. Sorrells ("Students in Revolution"). There was also a panel discussion on the topic of students in revolution. Four group reports (with recommendations) were made on: (1) the role of junior college student personnel workers in Maryland, (2) programs for the unprepared and research on student characteristics, (3) student activities and student governance, and (4) promises and problems of the technologies and realistic approaches to student appraisal. The report concludes with a list of the colleges participating, the names of those on the conference committee, and all those who attended. (HH)

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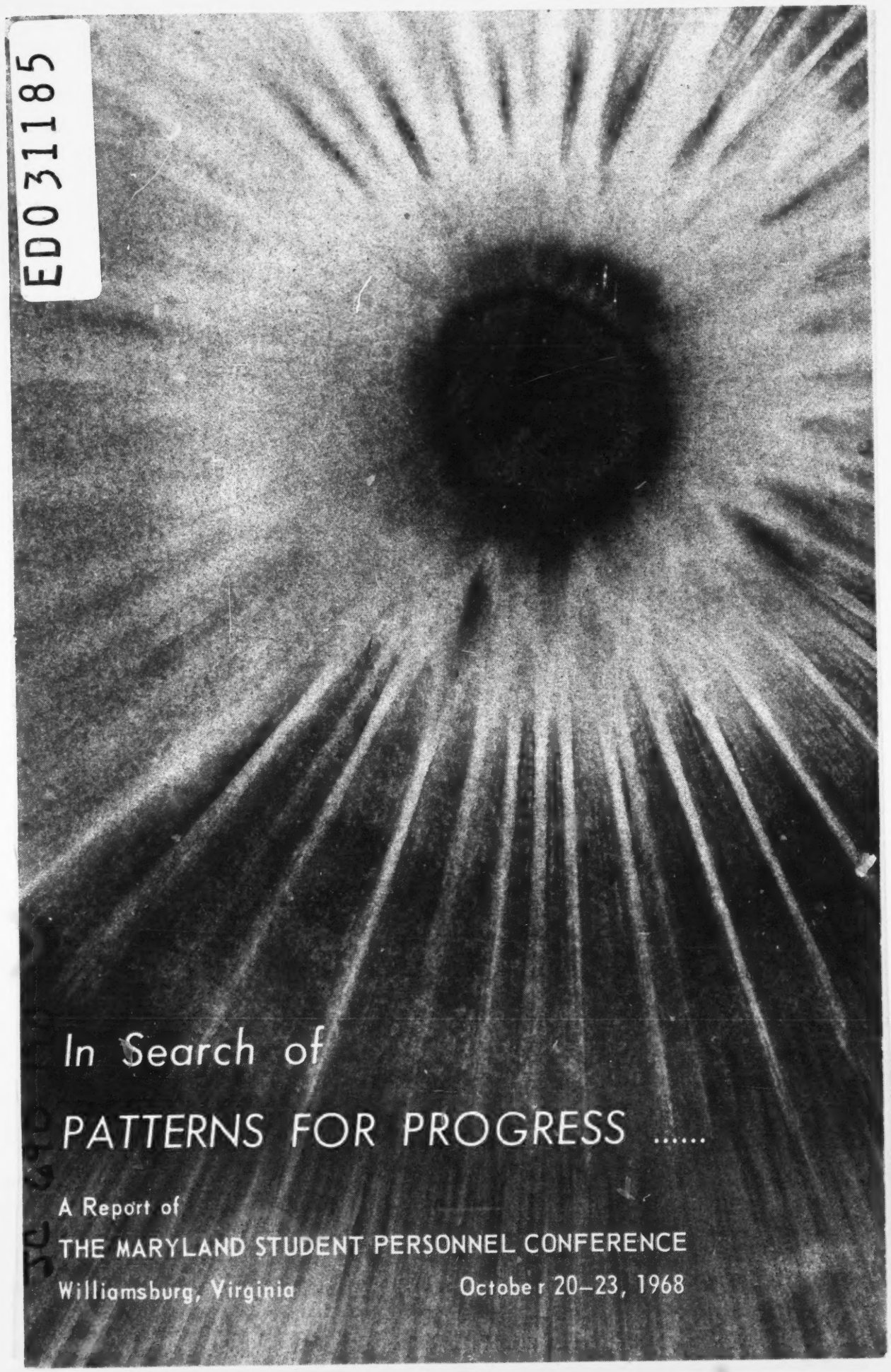

In Search of

PATTERNS FOR PROGRESS .....

A Report of

THE MARYLAND STUDENT PERSONNEL CONFERENCE

Williamsburg, Virginia — October 20–23, 1968

INTRODUCTION

The Student Personnel Division of the Maryland Association of Junior Colleges, supported by a Title 5A NDEA grant from the Federal Government, early in 1968 developed plans for a four-phase project to further advance professionalism among its members. Phase one was the Student Personnel Conference conducted in October of 1968 at Williamsburg, Virginia, and which had as its theme: "Patterns for Progress in Personnel Programs". Phase two was to be the preparation of a "concise, informative and valuable document that would be a suitable reference tool for student personnel workers". Phase three was to be a critical self-evaluation study among the several member colleges. Phase four was to be the establishment of a task force comprised of community college students, faculty and administration, organized for the purpose of designing a set of guidelines for student personnel practices. This report completes phase two; phase three and phase four will be completed by June 1969.

The Student Personnel Division wishes to acknowledge the Maryland State Department of Education, the Public Community Colleges of Maryland, and its many friends and loyal members without whose contributions and support this project could never have been conceived or executed.

Edward C. Kuhl, Jr.
Harford Junior College

April, 1969

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MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

STUDENT PERSONNEL CONFERENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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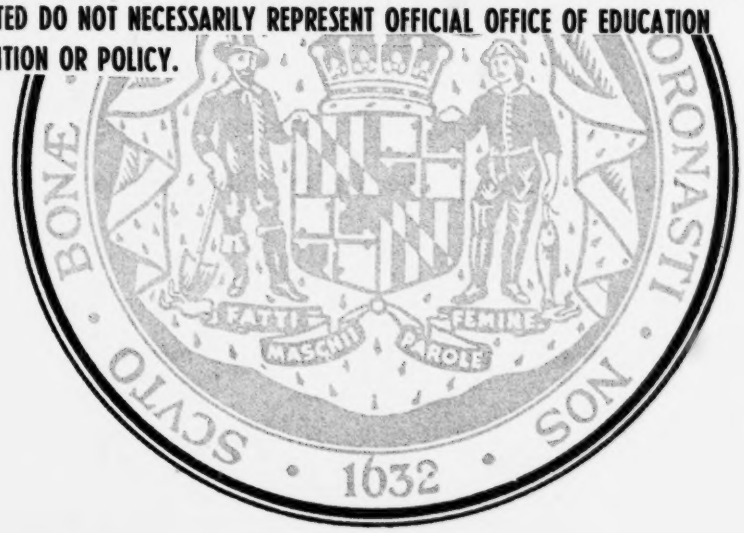

Sponsored by the

PUBLIC COMMUNITY COLLEGES of MARYLAND
in cooperation with the
MARYLAND ASSOCIATION of JUNIOR COLLEGES
and the
MARYLAND STATE DEPARTMENT of EDUCATION

STATLER HILTON INN
WILLIAMSBURG, VIRGINIA
OCTOBER 20 - 23, 1968

Conference Chairman: Sharon Hott
Conference Director: Alice Thurston

Report prepared by
Alice Thurston, University of Illinois
C. Wayne Roush, Allegany Community College

CONFERENCE THEME:

PATTERNS FOR PROGRESS IN PERSONNEL PROGRAMS

CONFERENCE OBJECTIVES:

I. To bring together the work-force of the student personnel departments of the respective public community colleges in the state of Maryland.

II. To study, update and evaluate student personnel information both local and national in scope.

III. To disseminate current student personnel information through mass communication and small group interaction.

IV. To develop a specific formula for a detailed follow-up survey and study of the student personnel departments of each public community college in the state of Maryland

V. To prepare a concise, informative and valuable conference document that will be a suitable reference tool for student personnel workers.

CONFERENCE PERSONNEL

Chairman	Mrs. Sharon C. Hott Allegany Community College
Director	Dr. Alice J. Thurston University of Illinois
Coordinator	Dr. Jane E. Matson California State College at Los Angeles
Secretary and Public Relations	Mr. C. Wayne Roush Allegany Community College
Public Relations	Mr. Robert D. Coslick Prince George's Community College
Registrar	Miss Linda P. Holtzman Allegany Community College

Keynoters:

Dr. Edmund J. Gleazer, Jr.
American Association of Junior Colleges
Dr. L. Lynn Ourth
West Virginia University
Dr. Max R. Raines
Michigan State University
Dr. James L. Wattenbarger
University of Florida

Consultants:

Mr. Paul E. Behrens
California Test Bureau
Mr. Edwin T. Carine
College Entrance Examination Board

Group Leaders:

Dr. Lewis R. Fibel
American Association of Junior Colleges
Dr. Dorothy M. Knoell
American Association of Junior Colleges
Dr. Terry O'Banion
University of Illinois
Mr. David L. Sanford
Frostburg State College
Dr. Daniel J. Sorrells
University of Georgia

Group Assistants:

Mr. Joseph S. Culotta
Community College of Baltimore
Mr. Dennis E. Eckard
Essex Community College
Mr. Richard J. Klimek
Montgomery Junior College
Mr. Bernard F. Rhoderick
Catonsville Community College

FOREWORD

The conference reported here represents an outstanding example of the growing awareness of professional responsibility in the rank and file of student personnel staff members in community colleges across the country. But it was unusual in the extent to which the conference participants represented the scope of student personnel services in Maryland junior colleges.

The entire student personnel staff of some colleges attended. Others sent all but one or two who remained at home to "keep the store open." This breadth of representation alone is ample evidence of the concern for the growth and development of student personnel work in Maryland's community colleges. The college presidents who attended demonstrated their personal concern and support for the significance of student personnel work in the achievement of a junior college's goals and objectives.

Maryland Junior colleges, their presidents, their student personnel staffs and the representatives of the State Department of Education who authorized the expenditure of NDEA, Title V funds, are to be commended for their foresight and wisdom in making possible a conference which was amply rewarding in terms of fellowship and worthwhile professional experiences but whose real significance is yet to be determined.

The eventual value of the conference will be determined by the extent to which it contributes to the stimulation of action on the part of individual college staffs as well as to coordinated state-wide efforts. Chief administrators may stimulate and facilitate, but the continuous upgrading and improvement of student personnel services are the ultimate responsibility of the practitioners responsible for implementing the services in each college.

The critical role of the student personnel functions in building truly successful junior colleges cannot be over-emphasized. The tasks which have been undertaken by community junior colleges are unique in the history of post-high school education in our society and will require the most effective possible use of our resources. It is to be hoped that Maryland junior college student personnel workers, building on the excellent foundation provided by this conference, will find strength and capacity to meet the challenges which face them.

Jane E. Matson
California State College
at Los Angeles

PREFACE

The Maryland Student Personnel Conference was a remarkable event. It happened because student personnel workers in Maryland's public junior colleges cared enough about students to want to grow taller in order to serve them better. It happened because Presidents and Deans and The State Department of Education worked together. It happened because all these people agreed that NDEA funds should be pooled to partially fund the Conference. It happened because there was strong state leadership, an abundance of good will and a willingness to work hard and to share.

Some of us outsiders were privileged to help in this unique undertaking. We were quickly insiders, caught up in the camaraderie and deeply involved with the progress of junior college student personnel work across the State of Maryland.

Most Conferences have good talk but little action. This one was different. It ended with two clear directives to the Student Personnel Division of the Maryland Association of Junior Colleges: to appoint a task force to write guidelines for junior college student personnel work in Maryland; and to conduct a program to evaluate and upgrade student personnel programs in the public junior colleges in Maryland. Both projects are currently being implemented. The Conference made possible both of these significant forward steps.

With the publication of this Conference Report, the objectives of the Conference have been met. We hope the Report will be of value not only to those who participated but to junior college student personnel workers elsewhere who will be stimulated and challenged by what is happening in Maryland.

Alice J. Thurston
University of Illinois

HISTORICAL BACKGROUND

In the Spring of 1966 Miss Sarah Leiter, Coordinating Supervisor, Pupil Services Section, Office of Curriculum Development, Maryland State Department of Education, met with a representative group from the Student Personnel Services divisions of the Maryland community colleges. The purpose of the meeting was threefold: one, to provide information about Title 5A NDEA Federal funds that had been appropriated to the State for guidance services in the community colleges; two, to determine the major areas within the area of student services that could be supported by the allocation; and three, to recommend a procedure for dividing the funds equally among the established colleges.

As a result of this meeting, an informal committee was formed with the charge to explore possibilities and develop recommendations on a State level that could be considered for future funding. In the Spring of 1967 this informal group became a part of the Maryland Association of Junior Colleges, with the official title of Student Personnel Division. The task of defining major areas concerned in student personnel services continued with renewed vigor under this new organization.

During the fall of 1967 a recommendation for a workshop-conference was presented. The proposed objective was an exploration of the student personnel services as they related to the role of the community colleges within Maryland. The proposal met with immediate approval from all corners and at all levels. Necessary coordination and staff selection were effected at an early date; complete and timely implementation was accomplished by a small professional group to whom a carte blanche delegation of authority had been granted.

This document reflects the efforts of many dedicated student personnel workers who, in cooperation with government, have made a dream of a few a reality for many.

Sharon C. Hott
Allegany Community College

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CONFERENCE PROGRAM

MONDAY, OCTOBER 21

Host:	Mr. Joseph T. Doyle Associate Dean of Students Montgomery Junior College
Hostess:	Miss Leona S. Morris Dean of Student Personnel Community College of Baltimore
Chaplain:	Mr. John R. Rodman Registrar Chesapeake College
7:00 - 8:45 a.m.	Breakfast
9:00 -10:00 a.m.	Visitor Registration
9:00 -10:00 a.m.	Individual Discussion Groups - 1st Work Session Presentation and Discussion of the Follow-up Study
10:00 -10:20 a.m.	Coffee
10:25 a.m.	Keynote Speaker - All Groups Dr. James L. Wattenbarger "A Model State Structure for Community Colleges"
12:00 - 2:30 p.m.	Lunch (Seated by Groups)·2nd Work Session Discussion of Dr. Wattenbarger's Speech
2:30 - 4:30 p.m.	Tour: The College of William and Mary
5:45 - 6:30 p.m.	Social Hour
6:30 p.m.	Dinner and Keynote Speaker Dr. L. Lynn Ourth "Are Our Students on the Outside Looking In"

TUESDAY, OCTOBER 22

Host:	Mr. M. Graham Vinzant, Jr. Dean of Student Personnel Catonsville Community College
Hostess:	Miss Ethel G. Allison Dean of Students Hagerstown Junior College
Chaplain:	Mr. John C. Copp Director of Guidance, Testing and Research Charles County Community College
7:00 - 8:45 a.m.	Breakfast
9:00 -10:30 a.m.	"Realistic Approaches To Student Appraisal" Mr. Paul E. Behrens Mr. Edwin T. Carine
10:30 -12:00 p.m.	Individual Discussion Groups - 3rd Work Session Coffee
12:30 - 2:30 p.m.	Lunch and Keynote Speaker Dr. Max R. Raines "How Do We Evaluate What We Do"
3:00 - 5:00 p.m.	Individual Discussion Groups - 4th Work Session
5:45 - 6:30 p.m.	Social Hour
6:30 p.m.	Dinner
7:30 - 8:45 p.m.	Panel Speakers: Dr. Jane E. Matson Dr. Terry O'Banion Dr. Daniel J. Sorrells Subject: "Students in Revolution"
8:45 - 9:30 p.m.	Question and Answer Period

WEDNESDAY, OCTOBER 23

Host: Mr. William H. Dusman
Dean of Students
Anne Arundel Community College

Hostess: Mrs. Barbara C. Laime
Counselor
Prince George's Community College

Chaplain: Mr. Frederick R. Mitchell
Counselor
Harford Junior College

7:00 - 8:45 a.m. Breakfast

9:00 -10:30 a.m. Open Discussion By Participants
Next Steps:
Panel
Speakers: Dr. Dorothy M. Knoell
Dr. Jane E. Matson
Dr. Max R. Raines
Dr. Daniel J. Sorrells
Subject: "How Our Programs Look To The Experts"
Conference Charge to the MAJC Student Personnel Division - Mr. Edward C. Kuhl, Jr

11:00 a.m. Adjournment (Except Staff)

12:00 p.m. Staff Luncheon

3:00 p.m. Staff Adjournment

Note 1: Group conference rooms to be posted at Registration Desk.

Note 2: Group topics are the work assignments for the individual group sessions. Each group is expected to prepare a written report for the conference summary to be submitted to the Conference Coordinator prior to final adjournment. Stenographic services will be made available by contacting the Registrar. A verbal report by each group leader is scheduled for the last general session at 9:00 a.m. on Wednesday, October 23, 1968.

Note 3: Tickets for social hours may be purchased from Conference Registrar.

WHAT'S ON THE HORIZON FOR JUNIOR COMMUNITY COLLEGES?

Dr. Edmund J. Gleazer, Jr.
American Association of Junior Colleges

Perched on a satellite or looking from the vantage point of a century from now some observer of earth phenomena would be greatly impressed and possibly confused by fads and fashions in American education. As surely as hem lines rise and fall the pendulum swings back and forth - "community-centered schools" - "child-centered schools"; the track system - non-graded comprehensive schools"; "television - Mark Hopkins at the end of the log." - "The gifted student - the disadvantaged student." These have all known their hour of grandeur. They have received homage as the Word of Truth or the Way. Revered by commissions, worskhops, monographs, foundation grants, federal enactments for a time. Then their dominance recedes. Down from the throne they come to the harsh reality of existence with others who have had their hour of greatness.

BUT, long after the word ghetto has become trite - long after we are concerned about the outer city as well as the inner city, the impact of our current preoccupation with the disadvantaged will be impressed upon us and upon the educational systems. For some radical changes must be made. And apparently it has taken the brashness of protest and the disturbance of dissent to register the need for changes in what we fondly conceived to be a rational and respectable educational program.

For the truth is that the declaration of universal educational opportunity has not been matched with universal educational programs. And if the programs do not exist neither then does the opportunity exist. The results of this deficiency, as you must be aware, are notably evident far beyond the doors of the educational institutions we represent. We have been forced to acknowledge that educational opportunity is more than just a desirable part of a democratic society. It is critically essential to a vital democratic society. Without it our urban, complex, changing, participatory society will break to pieces. And education is not simply a matter of teaching people to deal with mathematical concepts or to read rapidly or to play basketball or to put out a college paper; the educational process involves the anxieties, aggressions, aspirations, and fears of the student and his relations with others. To be aware of how well the student reads is not enough. We need to know how he sees himself and what he is going to do about it. You may say that these are problems for the parents, the churches, the psychiatrists, somebody else. I say that you cannot avoid this responsibility. The social disorganization of our times has showed us that education is not only indispensable but that we have not accomplished something that we must do - we must focus clearly upon the individual - each individual - each distinctly unique complex person in the educational system and see that system in its social context.

The crisis in the cities, the rise of Black Power, increasing student dissent, the poverty problems, the dilemma of the educationally handicapped, now force the community college, perhaps even more than any other educational institution, to take a look at itself - to examine its shortcomings as well as its potential. For here is an institution which declares its role to be that of a major instrument in providing opportunity for education beyond the high school for all who want it - close to home - low cost, open-door, and with programs that fit. Now, as we look at ourselves under the pressures of the environment, we begin to ask - close to whose homes? Is low-cost still too high? What good the open-door if the student

quickly moves out again? How do we get a good fit between program and student - Trim the student or alter the programs?

We are like a driver whose automobile engine has been a little uneven in performance but kept running although the front wheels jiggled so that maximum speed was about fifty miles per hour. Then a front wheel came off while he was driving on the freeway. This got his attention and moved him to put the whole thing into shape. Our institutions have grown in numbers of students. Educational voids have existed so that the very fact of establishing a new institution in a given area attracted enough business to keep us going. We took large numbers of customers to mean success. But the community college as an educational institution with a distinctive mission imposed by the requirements of the society in which we live has not yet performed at its maximum potential. Now a wheel has come off. Our attention is demanded. This is the time to look at the whole institution. Look at admissions and see that procedures and practices and policies are often geared to the former days when college was for the few and the admissions machinery was designed to eliminate a large proportion of the applicants. This was sometimes done through testing and a screening on the basis of test scores. In other cases the student strangled himself in a marvelous maze of red tape. Some have said that those who could survive the admissions process deserved to be graduated. How many institutions today have developed an outreach into the community for contact with the prospective client? How many accept that client for what he is as perceived through the diagnostic services of the institution. How many are willing to begin with the fact of that student rather than the wish that he was something else. How many institutions apply their services so that the student finds his way into productive learning experiences.

Educationally handicapped students or the disadvantaged in attempting to adjust to the "regular" college curriculum quickly find themselves in trouble as signaled by the evaluation techniques we have devised. But it is no longer a satisfactory solution or even more a socially acceptable solution to evict him, therefore, we are compelled to examine the programs we are offering and how we are going about it. "Remedial" courses do not appear to provide an answer. They are an attempt through a little more hammering and shaping of the student over a longer period of time to fit him into a conventional program. This process does not work very well. So we begin to ask searching questions. - Have we relied too much on the spoken or written word? Must all students move along at the same pace? What do grades really tell us? What are suitable learning objectives for various students? How does the student become responsible for learning? How does his learning relate to his social environment? What do we know about his social environment? A myriad of troublesome but immensely encouraging questions begin to emerge. And we become aware of a great insight. The community college not only has begun to respond to the needs of the educationally handicapped student but in that response it has begun to confront creatively and positively the need for a rich and diversified pattern of services and programs appropriate to the requirements of all its varied clientele.

Then there appears the faculty member who throws up his hands and declares that he was appointed to teach English and these people can't read. However, he is a sensitive person and soon the deep demanding problems faced by his students in their urban environment begin to get to him. He sees that they must develop the facility to communicate or their prospects are pretty bleak. He begins to ask questions about his own preparation and to sense an almost desperate need for some professional experience which is as close to cultural anthropology and learning and psychology of the adolescence and social psychology as to the history of English literature from the Anglo-Saxon period and English Social and Political History as it Bears Upon Literature. And he asks whether he has really been teaching. The bright, well-equipped-with-words students, who came from the homes that had books, magazines, and conversation, were doing well as he

scored them but he wonders if they might have done as well whether he was there or not. The students who most needed teaching he was not getting to. He had the disturbing sense that what he had been doing was as different from teaching as order-taking is from selling. So the community college, an institution which proclaims good teaching as a primary goal begins to ask itself how different its classrooms have been from the university classrooms and the teachers begin to send the word back to the universities - Preparation for our part in the mission of community college has been inadequate, unsuitable, and we demand a change. We want a productive partnership between the university and the community college in the preparation of personnel truly qualified to handle the complex and distinctive requirements of our classrooms. And this means that central to our skills must be the capacity to understand the persons we would teach.

It is no news to you student personnel professionals that basic to understanding a person is to get some notion of how he sees the world that surrounds him. His behavior we are told is logical to him in terms of what that world seems to require. It has been a tough assignment, one requiring the utmost of professionalism, for those who have never known the way the world looks to the disadvantaged to have the patience and insight to let the student reveal it in words and actions. But in trying we have come to see that the student lives in a system - to understand the student we seek to comprehend the system. The work of the community college - its connections - its tendrils - reach beyond the campus. They must if the student is to be understood. So, in response to an urgent need, to understand students whose norms may be different from those of the usual campus culture, the community college begins to earn its name - the COMMUNITY college. College and community interfuse. Harold Gores said recently that these colleges ought to have their tentacles out into the community like an octupus. He said, if you object to that concept, let's say like a good octupus. The campus is not an island or a fortress or a park for monuments - it is more like a dynamo with circuitry throughout its environment. The student lives in a system.The community college lives in a system. Neither the student nor the college can be understood nor do they have identity without the larger organic structure in which they function. The implications are pretty straight forward - knowledgeable and effective relationships of the college with the organizations, agencies, institutions, families that comprise the individual's and the institution's environment. Some have suggested that the community college is the landgrant college of this century. Perhaps then it would be in order to have college representatives throughout the community, counseling, recruiting, teaching. Remember the county agents who worked with the farmer in stepping up his agricultural skills and the programs of homemaking for the farmer's wife. How about block agents in our cities? There are more people who live in many of these blocks than lived in many a county fifty years ago.

College and community interfusing - another example. A few weeks ago a small invitational meeting was held in Chicago with representatives from ten large city community colleges to discuss the problems of multi-campus administration. Before the meeting was long under way it was clear that multi-campus administration would soon be an obsolescent term, rather the concept became one of multi-location system. Cities, like Seattle where the community college operates in almost 100 locations throughout that metropolitan area, would have available the services of the community college applied at whatever point and in whatever place those services could be most effective.

Tonight I have said little about the impressive growth of community colleges. That story has been told many times. There are one or two new facets that might be mentioned. In the world of the philanthropic foundations and in the planning commissions of national and regional consequence these kinds of comments are often heard - in providing educational opportunity to the disadvantaged the community college in the cities will be the key educational institution. As many

as 500 new community colleges are needed if educational opportunity is to be equalized throughout this country.

There is no question in my mind about the growth that is ahead. My great concern centers in our answers to these questions -

1. Task definition - Who do we serve and who ought we to serve?
2. Appropriate services - How do we serve them?
3. Evaluation - How well have we served them?
4. Adaptation - How do we apply the results of research to effect necessary adaptation of programs and services in order that we serve better?

I wonder if you have discerned as I have spoken tonight that your work is absolutely central to the successful accomplishment of the community college mission. Yours is the leadership to take the lessons learned from our efforts to meet an insistent and compelling educational need - the requirements of the disadvantaged and educationally handicapped - and to apply these across the total scope of the institution to assure that:

1. Programs are responsive to student needs.
2. Policies and practices are means to ends.
3. Faculty and students both learn - and from each other.
4. The college experience is part of a continuing stream of maturation of the student toward a concept of self as a person of dignity, self-respect, and with the capacity for constructive relations with others in a society predicated upon a basic and inescapable element - ability to govern oneself.

These are much more than desirable philosophically conceived outcomes. Whether we are able to nurture the development of such persons will make a big difference with regard to what our own lives will be like. For what happens in our college communities will more and more shape the values of the larger system of which they are a part. It is not an exaggeration to paraphrase a political slogan of our time - and I disclaim any attachment beyond the timeliness of the phrase - it is not too much to say that we must act as if the whole world depends upon it.

STUDENT DEVELOPMENT IN HIGHER EDUCATIONAL ENVIRONMENTS

Dr. L. Lynn Ourth
West Virginia University

It is a real pleasure to be able to come and join with you in this most fruitful conference. I think Sharon Hott is to be commended for the splendid work she has done in getting this conference organized with the very able help of a number of others on the conference staff.

Yesterday Dr. Ed Gleazer talked about the interface between colleges and the community; tonight I will be talking about the interface between the so-called academic and non-academic aspects of the college environment. The major question I will be raising is how we can most effectively bring about optimal student development in college settings.

It is most interesting that historically we have separated curricular and extra-curricular, academic and non-academic; these are awkward rubrics and they reflect that we don't quite know how to talk about those components of the collegiate environment that are outside of the classroom. Such distinctions imply that we see one as educational, but not the other. In fact, for most people looking on, they consider that anything other than the classroom situation and its derived activities are frivolous and less than essential. This distinction still resides in most of our thinking; we pass on this distinction to students while they are yet participating in the collegiate situation. To a group such as you it is probably needless to say that this distinction is most unfortunate. You represent the bulwark of the people who are responsible for the maintenance and development of this "extra-curricular" environment. It seems to me that student personnel people often suffer from the "orphan syndrome" anyhow. They do not feel wanted nor do they feel like they are a part of the larger collegiate family. Such a distinction as this can only reinforce that feeling.

What I want to say tonight may sound like I'm attempting to "turn the tables" on this situation. I do not mean to do that but I am interested in attempting to redress the imbalance between these two arbitrarily distinguished components of the college campus. Essentially what I want to propose is that the leadership for helping students utilize the collegiate campus for personal development will have to come from people such as yourselves if it's going to happen at all. The way the academic aspects of the campus are currently organized there is little likelihood that this leadership will systematically come from academia.

There are a series of propositions around which I would like to organize my remarks. The first one is that student development is not occurring on college campuses in nearly the fashion that many believe possible. Phil Jacobs first made this point in his discussion about the collegiate environment's apparent inability to influence college students' values. Very recently Nevitt Sanford has again made this assertion in his monograph entitled Where Colleges Fail. Sanford expresses very strongly the feeling that we are not utilizing the potential of the collegiate process to bring about the kinds of personal development and maturity which our society more and more urgently needs. Why? What prevents this potential impact from being felt in students' lives?

The second proposition suggests a partial answer. This proposition states that people typically expect academic processes to automatically bring about student development. This has prevented serious consideration of the potentiality of other aspects of the environment as agents to bring about needed personality change. There is little evidence that colleges attempt to organize academic experience in such a fashion as to bring about personal development in students' lives. The compartmentalization of knowledge transmission, the almost ritualistic

requirements of textbook reading and examination taking, the minimal opportunity for faculty and students to interact in any other setting than the very highly structured and uni-lateral arrangement of the classroom, the lack of attempt to try and help students relate information acquisition to their immediate personal lives; these elements working together seem to me to greatly reduce the probability of students utilizing academic experiences to assist them in their private quests for personal growth (or as it is said now-a-days, the establishment of a sense of identity). The third proposition is closely related. The tenor of this proposition is simply that college institutions are one of the most conservative of our modern institutions. Its conservatism is probably anchored in our attitudes about what the proper academic process should be. Its conservatism is also maintained or perpetuated partly because faculties as collectives are typically quite conservative. This would suggest that other adults on the college campus must take initiative if systematic progressive changes are to take place in the collegiate institution. In contrast to this, we find that college students are a changing group. The demands that they are making upon the adult world and the college in particular are not continuous from even a decade ago. It seems to me that one of students' principle objectives is seeking to make all of their involvements personally relevant. Eric Erickson has referred to this as the search for identity. Students are impatient, and are suspicious of anything that would appear complacent or hypocritical. This backdrop of expectancy of personal relevance can only make certain aspects of the academic process look more arid and barren. I do not think we are going to be able to get away with anything less than attempting to be responsive to the above legitimate demand on the part of our "modern" students of today.

The next propositions relate to student personnel workers specifically. The first of these is that as things stand today student personnel must provide the leadership in making collegiate environments useful as agents for students' personal development. I am convinced that typically if groups such as yourselves do not do this, it just simply will not happen. I have gotten the impression that student personnel workers find it difficult to experience yourselves as being genuine peers with your academic brothers and sisters on the campus. For awhile college student personnel are going to have to proceed as if they are peers, without too much positive reinforcement from their academic peers for doing so. In time, though, you can be very persuasive in conveying the idea that the portion of a college for which you are responsible is equally important to the so-called academic one. To do this, however, I think you must change some of the criteria by which you evaluate your effectiveness and success on college campuses. If one of the primary targets is student development, it is quite obvious that measurement of success in bringing this about is a very subtle and subjective thing at most. One thing is certain however; you cannot adopt the same criteria of evaluation that your academic peers do. Thus to try to tie your efforts to whether or not you can help a student raise his grades may be far too narrow and sterile a criterion of student personnel success. Nor do I think that college student personnel can affort to be seduced into the idea that sheer development of programs is the acid test of authenticity. On the other hand I think you must be willing to assert that students' recreational, cultural and social lives are of concurrent importance to any academic pursuits while on the college campus. It seems to me almost self-evident that one of the principle concerns of the college should be to help students to integrate knowledge acquisition with social and emotional functioning in order to reorganize human functioning at a more rational level. If the utilization of knowledge is to be a basis for decision-making about human beings' adult lives, it is critical that at the time the knowledge acquisition is taking place, the social, emotional, and cultural contexts in which such decisions should be made must be concurrently available. But the other components must be perceived by the students as being equally important and in the value structures encompassing our colleges today this is an unlikely

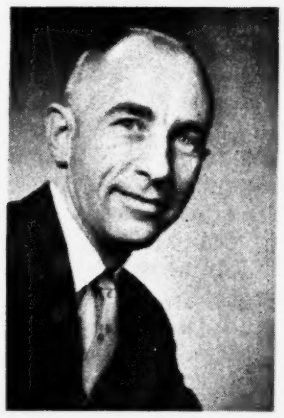
possibility. College student personnel must be unabashed champions of these facets of collegiate life if both faculty and students are going to change their perceptions concerning them.

The last proposition relates to the students' developmental status. It is becoming increasingly clear, I think, that with the increased sophistication and vitality of college students today there is a more vital need than ever before for exposure to appropriate adult models. I think adolescents are clamoring for this; this is probably one of the reasons why they express more overt disappointment in certain adults' functioning than perhaps was the case before. The parents of our society today generally have managed to do a quite effective job in rearing children to this point in adolescence. In order, however, to assist adolescents to take the long step into adulthood, it is critical that they can relate to certain adult models that can help them see adult life as being both palatable and challenging. There is such a much, much wider diversity of choice of value and of behavior open to adolescents today than ever before. There are thousands more occupational possibilities and relatively speaking much more social freedom than ever existed before. This makes the problem of the entrance into adulthood more difficult. Adolescents need a diverse set of adult models, some of which they will pit themselves against, some with which they will identify, all of which they wish to communicate with, and hopefully a few of which will teach them how to make commitments to adulthood that will not seem to be a capitulation of their individuality. This need for appropriate adult models is quite evident in college students' activities. It seems to me in the many current student critiques of the collegiate environment one that stands out is lack of access to meaningful adults in the collegiate situation. It appears to me that students will make use of the most minimal opportunity for this. They do not necessarily want adults interfering with strictly peer-oriented activities, but this does not mean that their peers are more important than the adults in their collegiate experience. As I have stated before, the academic process probably reduces the opportunity for students to have the kind and the extent of encounters with faculty that they wish. We have to raise the question with ourselves here tonight whether or not the ways the student personnel activities are organized do the same thing, or by contrast make available this kind of adolescent-adult encounter.

Today's adolescents are impatient with adults that do not stand for something. We have to make our adult commitments explicit to them. But we must do so without the stipulation that they must "buy us". We should be persuasive and firm about our stands, rather than apologetic. But, if possible, one of our stands should be that adults can be open-minded, too. We do not have to present some final version of the truth; adolescents are better prepared than ever before to recognize that sooner or later they will have to make choices that are most suitable to their own personal lives. What, however, would obstruct them greatly is the lack of opportunities to engage in those modeling experiences that would assist them in making these choices. Their critique of us is in terms of how well we represent humanity with both its shortcomings and its promise. I am deeply persuaded, however, that they are especially looking for the possibilities of promise; what we believe in, then, becomes all-important to them.

Adults in college settings have, then, a two-fold task. We must become ever more authentically adult humans, and help develop the collegiate situation so that college students, in joint participation with us, can find their way into meaningful adulthood lives even better than we have.

Thank you very much.



HOW DO WE EVALUATE WHAT WE DO

Dr. Max R. Raines
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Evaluating student personnel programs is no easy task. During the Carnegie Project we struggled with the problem and finally settled for the traditional and time worn process of clinical judgment. To be sure we selected experienced appraisers and subjected them to rigorous training sessions but we recognized all the while that such an approach was less than empirical. For example, we simply did not have the time and resources to gather data systematically from students and from faculty. Consequently, we were forced to base our judgments on interviews with student personnel staff members and college administrators in each of the colleges. Consequently, I was most pleased to have an opportunity to expand the approach in a subsequent study of a single student personnel program in the state of New York.

In the spring of 1967, I was approached by a group representing the Deans of Students from New York. They proposed that I organize a team of consultants to appraise a student personnel program in one of their well established two-year colleges. Their plan was to build the spring conference around such a report. By holding the conference on the campus where the appraisal has taken place, the Deans would be able to compare their own personal observations of the program with those presented by the consulting team. It was hoped that this technique would stimulate self-studies and appraisals throughout the state. The Deans had selected Alfred Technical College to serve as "Guinea Pig College".

After being assured that I could obtain the assistance of Dr. Marie Prahl and Dr. Richard Richardson, I accepted the assignment. A pressure-packed schedule permitted one month of preparation prior to our first visitation followed by one additional month to prepare a report for presentation at the conference. (All of this was added to the existing full-time commitments of the consultants.)

In our first consultants' planning meeting (which also included the very capable Dean of Students from the selected college) we decided that it was important to seek systematic responses from students and faculty as well as from student personnel staff members at Alfred.

Alfred is essentially a two-year, residential college with 90% of the students living on or near the campus. The college has been in existence for more than 50 years. It has an established tradition as a strong technical institute. Recently, however, it has tended to become more comprehensive by increasing its general education courses. While it has an enrollment of nearly 3,000 students (most of whom are full time) the increase in students has been most dramatic during the last three years. At the moment the college is engaged in an extensive building program including a number of new dormitories. Comments of the Dean of Students indicated and later observations verified that their student personnel program was quite comprehensive. In fact, we found that all thirty-five functions listed in the Inventory of Selected College Functions had been implemented.

By the end of our planning session we had decided to have the twenty-four student personnel staff members complete the ISCF and to analyze this information prior to our first visit to the college. Also we decided to select a random sample of students and faculty members; to develop a student-faculty version of the ISCF; to arrange a schedule of interviews with students and faculty; and to use a comparative analysis of their ratings and comments as a basis for our report to the Deans. The latter decision predisposed the size of the samples. We reasoned that each consultant could interview three groups of five faculty members in the

afternoon. This would cover ninety students and forty-five faculty members in one day. (As it turned out, sixty-five students and forty-four faculty members actually came for the tape recorded interviews.) Each student and faculty member brought the completed questionnaire with him, and we used the ratings of various functions as the basis for discussions. Discussions were most lively when we asked them to compare and explain the basis of their ratings. (Incidentally, we used the traditional letter grade system — A, B, C, D, and E — along with an "x" for "cannot say".)

The consulting team also spent an evening with the staff as well as a dinner hour with fifteen selected student leaders.

During our two-day visit, we obtained a remarkable amount of information. The next four weeks were spent in a statistical analysis of the "hard data" from the inventories and in reviewing the tape recorded interviews for qualitative clues.

Before I proceed further, it seems that I should identify some of the obvious weaknesses in this approach. These weaknesses are as follows:

1. While the ISCF was used in the national study, no effort has been made to establish the reliability of items in the instrument.
2. In some instances it is probable that the student and faculty respondents had not had sufficient exposure to a given function to make a satisfactory judgment about it. I should point out that we did exclude an item from any serious analysis when as many as one-third of the group used the "cannot say" response.
3. The failure of twenty-five students to appear for the interview may have introduced an unaccountable bias. It was noted in our cross comparisons of the tape recorded interviews that the different groups with different interviewers did not produce unusual differences in responses.

Of course, the most obvious weakness of this effort to appraise the program was its dependence upon perceptions of people about services with which they may have had little or no experience. One can legitimately question the value of a student's rating of <u>student counseling</u> if he has never availed himself of counseling on the campus. In terms of judging the competency of the counselors or the operation of the center, it probably does not say much. On the other hand, if the student holds a negative view of the counseling center, chances are he will not consider going there for assistance even if he needs it. Obviously, this type of a study is based on an analysis of perceptual images as well as personal experiences. (It might well be classified as "consumer" research.)

Now let us turn to the matter of analyzing the data. By way of illustration, the first table shows us how it was possible to compare the composite view points of several groups. (See Table I)

TABLE 1 – CONSULTATIVE FUNCTIONS

	1964 Study			1967 Study		
Basic	Ntn'l Avg. N–49	Proj. Rtg. N–1	Staff Self Rtg. N–10	Staff Self Rtg. N–24	Student Rtg. N–65	Faculty Rtg. N–44
Applicant Consulting	2.4	4.0	3.0	3.0	1.6.01	2.2x.05
Student Advisory	2.5	1.5	3.0	2.6	2.8	2.8
Student Counseling	2.3	1.5	2.[illegible]	3.6	2.6.01	3.2
Complimentary						
Health Clinical	1.5	3.0	3.4	2.7	1.8.05	3.1
Non-Student Counseling	1.5	--	1.7	2.3	2.3x	2.6x
Mon	2.3	2.7	3.0	2.7	2.3	2.8

You will note, for example, that the ratings from the twelve experts used in our national study gave the <u>applicant consulting</u> function at 2.4 rating among the forty-nine colleges in the 1964 study. In the next column you can see that our Project Evaluator who visited this college in the Fall of 1964 seemed to feel

that Alfred was doing an excellent job in applicant consulting. The ten staff members in 1964 judged it the 3.0 level. The current staff of 1967 was equally pleased with the implementation of the function. Students and faculty, however, were more critical of its implementation.

Time does not permit a detailed report of each of the charts; consequently, I have selected for discussion those functions where the view of the current staff was significantly different (at the one percent level) from the viewpoint of either the students of the faculty.

An examination of congruency of staff judgments with student judgments indicate that the students were significantly less favorable toward the implementation of the student counseling, group orientation, applicant consulting, and health clinical functions. Also student expectations apparently were not being met in the campus housing program and the athletic program. During our tape recorded interviews, we were able to uncover some of the reasons for these less favorable ratings.

In student counseling, the students sometimes expressed uncertainty as to what to expect from the counseling center and in other cases they reflected a vague apprehension about "head shrinking". There was some evidence of embarrassment about going to the center. Subsequent discussion by the staff suggested that there was ambivalence within the staff as to whether they should try to project "mental health" image or a "career planning" image to the students and faculty.

Faculty were generally pleased to have the counseling center, but there was some criticism that the counseling center seldom provided any feedback as to whether referred students ever got to the center. It was apparent that some faculty may have unrealistic expectations regarding counseling and were expecting remarkable "cures".

Further discussion with students about their views of orientation and applicant consulting revealed some dissatisfaction with the pressure to make a vocational decision before entering the college. As a technically oriented college with highly structured occupational curricula and many technical requirements, Alfred does not allow much flexibility in course selection. This, of course, reduces the flexibility in programming and makes "changes of major" a difficult task. Many students complained about being forced into a vocational commitment when they really wanted an exploratory experience vocationally. But they tended not to change because of the loss of credit, time, and money that would result from a change of major. This institutional policy had placed a particular stress on the consulting functions with incoming students. Arranging sufficient time for interviews with applicants was particularly a difficulty since Guinea Pig College is not a commuter college.

The matter of the health clinical function as implemented through the infirmary was particularly complicated in this residential pattern. Differentiating the "truly sick" from the "gold brick" was however causing problems. Students who were sufficiently ill could obtain excuses to miss classes or exams. It appeared that the nurses at the infirmary may have developed a suspicious attitude which was less than warm at least when viewed by a homesick freshman.

As for campus housing — the extensive building program of dormitories was running behind schedule and produced some uncomfortable crowding in the residence halls. The aspirations of students for an extensive inter-collegiate athletic program was expressed in the interviews.

It was also noted that students were significantly more favorable toward implementation of the health appraisal function than the staff. Subsequent discussion revealed that most of the students had been required to submit a thorough physical exam from their family physician prior to entering school but in a few embarrassing instances the health records were not available when urgently needed by the staff. This led to a feeling that more careful follow through in processing the health records was needed.

As for faculty, there was considerable concern about crowded housing conditions which they saw as seriously interfering with study and with academic progress. Some students and a few faculty were not sure that increased facilities would necessarily ease the problem because they suspected the administration of being so growth conscious as to continue accepting more students than could be adequately handled.

Faculty members were significantly more positive about adequacy implementation of financial assistance than the remaining student personnel staff. The man in charge of this program had been a faculty member of long standing and was viewed as one of "our boys" by older faculty members.

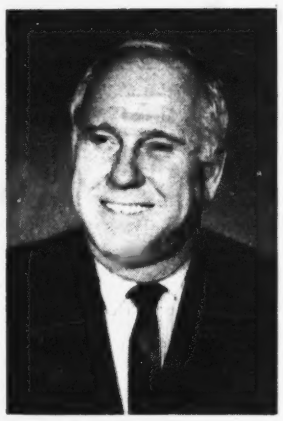
Implications for further study — Currently, I have been giving thought to ways in which this approach might be improved.

1. The Staff Version of the Inventory of Selected College Functions needs revision. Some functions need to be subdivided. The definitions need to be shortened if at all possible. It may be necessary to add additional functions (i.e., food service, student parking).
2. Reliability and Comparability of the Student Faculty version with the staff version of the ISCF needs to be established.
3. Machine scored answer sheets are urgently needed as a time-saving device.
4. Normative data should be developed so colleges may compare the responses of their students, faculty, and staff with the responses of those from other colleges.
5. Students and faculty should be asked to differentiate those responses which are based primarily on direct personal experiences from those which are not.
6. The interview process should be retained as an integral part of the self-study approach. It should focus primarily on discussions of those functions where there is significant inter-group discrepancy in ratings or on those functions which are judged to be quite weak by all groups.
7. While members of the student personnel staff might conduct their own interviews, it seems that outsiders are more apt to obtain candid responses from faculty and students.
8. An annual or biannual study might show trends of development and provide a check on the impact of various changes or innovations within the program.

Since the Alfred study several graduate students have conducted similar studies. For example, Glenn Peterson who recently completed his doctorate at Michigan State used this appraisal technique to study the ten American Lutheran Colleges. He made some revisions and adaptations in the ISCF, but his approach was essentially the same. The interesting thing which he found was the marked variation among the various colleges in the adequacy of their programs. He felt that his tape-recorded discussions with faculty, students, and administrators reflected the reasons for the significant differences which he found in the ratings among campuses and within groups at each campus.

It should be stressed, however, that the actual benefits from such an approach come from the process more than the statistical tables or the tape-recorded interviews which it produces. First of all, it can have considerable impact (a subjective judgment) upon the interviewer. Also if he is perceptive and knows how to tune in the "third ear", the interviewer can identify probable causes of low ratings or of any wide discrepancies in ratings among the groups.

While this approach can hardly be considered an empirical evaluation of a student personnel program, it does provide ways of taking the "pulse rate, temperature, blood pressure," etc. of a program. These indicators along with complaints from the "patients" can reveal symptoms of an ailing program or function and can lead to a more careful study and diagnosis of causes.



A MODEL STATE STRUCTURE FOR COMMUNITY COLLEGES

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Webster's Seventh New Collegiate Dictionary defines a model as a "structural design; an example for imitation or emulation; or a system of postulates, data and inferences presented as a mathematical description of an entity or state of affairs." No one of these definitions nor even all of them together are quite satisfactory for the purposes of describing these remarks today. I actually will be delineating for you during the next few minutes a number of different structural designs or models for the operational supervision and control of community colleges.

There is still much to be done, however, before any one of these models may be selected as an example for universal imitation or emulation. While the postulates, data and inferences certainly can be drawn regarding each one of these descriptions I feel certain that many of such postulates will be based upon personal preferences which cannot as yet be defended with any sort of generally accepted evidence.

As you know, there is a great deal of disagreement concerning the most desirable type of organization or structure under which the community junior college will operate most effectively. As a matter of fact, this controversy is not particularly new. You may remember over many years a number of articles in the literature which have considered with great seriousness whether junior colleges were extensions of secondary education or whether they were truly higher education. You have also read of the development of the 6-4-4 plan and the influence of that organization upon junior college concepts and development. You have heard heated debates regarding the extent of local control which is necessary in operating a junior college.

You are familiar of course with the commonly accepted definition of a community junior college as "a locally controlled institution offering two years of work beyond the high school." We have seen in recent years, however, the accepted development of these institutions under control patterns which do not fit this definition. As a matter of fact at the present time, at least 25 of the 50 states are operating community junior college programs which are not locally controlled in the sense of the early community junior college local control.

At one time the development of junior colleges was in great measure dependent upon the initiative of a local group of citizens who were willing to work a little, who were willing to pay increased taxes on their real estate if need be, and who were not at all concerned about state and federal grants. Hundreds of junior colleges have been started in this manner in the United States. Some are being established even now with this typical pattern of control.

During the past ten years, however, a number of influences have caused this type of organization to be questioned by many people - including a rather sizable group of state legislators.

Because of the fact that interstate communication is so good, people have seen educational opportunities made available to their neighbors in other states which they want for themselves. Their expressions of support are translated into law by their legislative representatives. The least which can be done is to authorize a study and such state level studies have more often than not resulted in strong recommendations for a community college system.

Until recently, study after study has emphasized the need to develop local

control for these institutions. This emphasis has been consistent with the commonly held beliefs relative to American education. Local taxation has most often been the basic financial support pattern for the community junior colleges; and it was often inadequate.

During the late 1950's and early 1960's a different approach was used in several states. Massachusetts established a system of state operated and state supported community colleges. Minnesota changed almost overnight from locally controlled institutions to a state operated system. Kentucky switched to a university branch system of community junior colleges. Virginia established a new system of community colleges, all under state operation. Colorado established a State Board for Community Colleges and Vocational Education.

While these were not the first states to establish state operated two year colleges, they were the first to make this decision after carefully considered study and as a choice among several alternatives. These decisions were made in spite of previous studies which clearly indicated that:

1. The growth and development of community junior colleges had been extremely limited in those states where state level operation was the legal basis. (e.g., Wisconsin, Georgia) while at the same time very rapid development had been found in those states where local control was the legal basis (e.g., California, Florida, Michigan, Illinois, New York).
2. There was a very obvious difference in the breadth of curriculum and demonstrated concern for the occupational programs between the state operated and locally operated institutions. The locally operated junior colleges were by great measure more nearly like the philosophical criteria which are generally used to identify the community junior college.
3. There were definable differences in quality between locally controlled and state operated institutions as measured by faculty qualifications, facilities, extent of institutional integrity, and similar generally accepted indices of quality. In almost every instance the locally controlled colleges came out on top.

These studies were not labeled as invalid by the new surveys but questions were raised as to whether their cause and effect conclusions were valid. Were the locally controlled institutions better because of the type of control or were there other reasons?

A further concern was brought into focus when a number of state operated junior colleges in several states began to add the third and fourth years abandoning their role as junior colleges entirely. To many this change proved that state operation of junior colleges was wrong.

The educational system is, however, an integral part of society and demonstrates trends as well as causes them. A number of forces within the social, economic and political structure have been influencing the total educational structure particularly since 1960. These changes not only were present in the nation at large but were also felt to a different degree in each state. This last condition will explain to some extent why various states reach stages of development at different times. These trends do indicate, however, the direction which seems to be the one in which all states may eventually move.

Some of the trends may be briefly described as follows:

1. Changing patterns of financial support. All levels of education have become more dependent upon state sources and of more recent date upon federal sources for support. The local ad valorum tax has become a poor base for taxation to support education. There is even a discernable trend toward eliminating this source (local taxation) of funds in some states.

   Population Mobility. The movement of families from one home to another has become a major factor in American life. This makes uni-

versal minimum standards of educational quality a very real concern to more and more people.

3. Trends toward centralization and consolidation. The development of the large corporation, the chain stores, the name brands - all these are found in business and industry. The development of multi-county, inter-state, regional, and national approaches to solving specific problems - this is found in social and political life.
4. The Recognition of the Value of Planning and Coordination. The results of planned growth and development in business and the recognition of the value of coordination in industry led many people to demand similar efficiency in the tax supported activities.
5. The Reemphasis of State Responsibility for Education. Each state constitution as it was originally written recognized state responsibility for education. This responsibility was in turn delegated to local units (school districts) in most cases. Of more recent date, however, the state has been forced to assume more responsibility for maintaining standards and had exerted more leadership and often more control. This trend has accompanied increased state financial support.
6. The Recognition of the Need for Education. Increasing demands for educated personnel at all levels of employment, studies of income as related to educational attainment, and similar recognition of the value of educational opportunity have caused legislators and civic leaders to demand institutions to serve their home area of a state. Faith in higher education has at times placed these institutions in positions of serving as a basic requirement for industrial development.
7. Federal Support for Education. The increasing interest in higher education expressed directly through federal legislation and federal financial support has given particular emphasis to centralizing at the state level planning and coordination and sometimes even approval.

These trends are merely indicative of a number of related influences which have affected the legislative decisions that resulted from study recommendations in many states of recent date.

While it may not be possible to describe with complete accuracy the varied patterns found in the several states, let us look at several models which may illustrate the variety of state structures which currently are found. These models are in no particular order and do not necessarily describe any single state. Elements of these will be found in one or more of the fifty states.

These models are:

Model 1. In this state community colleges are organized as separate institutions, operating under a single control board at the state level. There is a state level chief administrator who carries the title of Chancellor. The administrative head of each institution is a President and is responsible to the Chancellor. The State Board is appointed by the Governor. All operational decisions are made by the State Board with no local participation of any sort. Each president reports to the State Board through the Chancellor whose staff is fairly large and very active. Vocational education funds are administered through another State Board causing a duality of responsibility.

Model 2. In this state community junior colleges are organized as branches of the major state university. Each community college is under the control of a provost who is responsible to a university vice president. Faculty members are selected by department heads in the university and feel responsible to them. Each institution is under the specific control of the university as a part of the total university system. Vocational and most technical education is carried on largely by the local public school systems. The university does not want any association with these programs.

Model 3. In Model 3 there is also a university system: however, each

institution has its own president and maintains a high degree of relative autonomy. The executive officer of the total university system is the Chancellor. The system includes both four year colleges and universities, as well as the junior colleges. University departments have no connection with the individual colleges. The transfer programs, however, receive major attention. Vocational education is largely carried on by separate area schools; the community colleges accept little responsibility or encouragement for those programs.

Model 4. The community junior college function in this state is carried out by two-year off-campus college centers or branches from a university. In fact, several universities may establish such centers in the same geographical area. In this instance, however, the programs and the operation of each center is very much under the control of the home university and the various centers do not maintain any type of individual autonomy. Faculty are selected at the main campus; curriculum is proscribed on the main campus; the "college" head is called the Director of the Campus; little or no focational education is carried on.

Model 5. In Model 5 the junior colleges are locally controlled institutions with local operating boards. They are, however, coordinated at the state level by a very strong and well organized State Board. The responsibilities of the State Board are coordinative and supervisory in nature. Regulations and policies governing the operation of all of the institutions are promulgated by this State Board. Restrictiveness may be the major characteristic of these regulations. The State Board of Vocational Education transfers funds to the State Community College Board for Administration.

Model 6. In Model 6 there are locally organized and locally controlled junior colleges which are coordinated by the staff of the State Department of Education. This coordination is generally speaking carried on with a very "light hand" at some points but very heavy upon occasion at other points. For example, there may be very stringent regulations regarding certification of personnel or expenditure of funds for vocational and technical education while there may be practically no controls involving other phases of the community college operation. Budget expenditures may be watched with extreme care while budget preparation processes are ignored completely. The State Department of Education has two chief administrators who work with community colleges, the Community College Director and the Vocational Director.

Model 7. The community colleges are locally controlled with local operating board and little or no contact at the state level. There is, naturally very little interest has been demonstrated concerning their development and their role. Their work in vocational education is spotty and without much direction.

In all of these models there are certain common problems which may be easily identified. Advantages are easily seen and disadvantages are not difficult to identify. Let's look at a few of the problems which must be recognized.

First, there is the problem regarding overall state planning. The need to describe a comprehensive plan which will provide for all of the people in all parts of the state is of primary importance. The need to develop a sound modus operandi whereby institutions may work together to accomplish this overall statewide purpose is also extremely important. The need to develop a sound financial basis for supporting these institutions so that there will be at least minimum quality in all institutions is equally important. The necessity to provide for statewide needs in the occupational areas and to assure equal opportunity to individuals who live in all parts of the state must be a major consideration. The need to consider the development of the community college as a part of the total program for the education of the people of the state and specifically as a part of the total post high school program is an area which is seldom considered unless there is an active body at the state level holding this responsibility. Planning is "means" oriented, not "ends" oriented as described by Palola.

The need to make sure there are no gaps in the curriculum among all of the

institutions must be given consideration. The need to develop an agency outside the college itself to be concerned about standards and quality is usually met by regional accrediting associations and by certain selected accrediting agencies national in their scope. However, the state must also assume some responsibility in this regard because state funds are being spent and there is need to assure either through the use of these outside agencies or through its own recognizance that quality is being maintained in the individual institutions. The need to offer leadership in the areas of building design and development of as high a quality of buildings with as low a square foot coat as is feasible is also important.

As more and more state funds are spent, allocated, and/or appropriated for community junior colleges, it will become more and more encumbent upon the state agency to assure equity among institutions as well as to provide for the careful husbanding of resources so that one institution does not squander its resources while another suffers the consequences. Of course this cannot be controlled completely at any level beyond the institution but encouragement to provide a basic minimum level of quality in all institutions is a state responsibility. The ability to encourage individual institutional innovations and uniqueness is a leadership function which the state must carry out if it is to avoid bureaucratic mediocrity among the institutions.

Regional accrediting associations have set up minimum standards for the training and preparation of faculty members. One association actually requires that faculty members complete 18 semester hours or its equivalent of work in their subject discipline beyond baccalaureate degree level. If regional associations have felt it necessary to establish these minimum requirements in order to maintain quality, the problem cannot be of less concern to a state agency. The state agency must give attention to the qualifications of faculty members and must provide at least some minimum standards particularly if funds are to be distributed at this level on an equal basis. At the same time there is danger that such action may stifle local initiative and promote the development of a sameness among all institutions. The creativity of individual faculty members may not be adequately accounted for unless these minimum standards are applied in a way that permits exceptions where they are needed.

Provision for articulation between the universities on one hand, the high schools on the other requires constant attention also. An agency at the state level operating with other agencies at the state level is in a position to develop overall policy in a much more sound way than individual institutions working with other individual institutions. The latter method is far too time consuming and the results are too limited in scope.

All of these statements demonstrate the need for a state level agency and describes to some extent the kind of responsibilities which one might expect that agency to assume. Just what kind of responsibilities does this leave for the individual institution? It becomes very obvious that the individual institution must assume full responsibility for the day to day operation of the educational program. The initiative and the integrity of the local staff as well will make a great deal of difference in the extent to which the state's staff must make operational decisions. But is that enough?

It appears as a result of the general trends in society that have been outlined earlier in these remarks that some movement toward state control may be inevitable. The need for comprehensive planning and implementation within a state has created situations which cause some of the initiative and therefore some of the control to move its locus from the local to the state level. I believe, however that it is not inevitable that this movement removes institutional control completely from the local level. It does, however, cause a strong insistence upon creative leadership at the state level, and creative initiative at the local level. It would seem that there are several basic principles which must be involved in making a decision as to whose responsibility is whose. First, the function of

leadership requires an understanding of the theories of administration and the inter-relationship of systems. This function requires skill in working with other people; understanding of the job which should be done; and ability to synthesize the group's position and to present it in a logical and strong way. State status leadership must possess these qualities.

The second major principle is: whatever areas of responsibility are assigned to each level there must also be assigned the requisite authority to carry out these responsibilities. Where there is responsibility there must be authority to act. It is impractical to expect a local institution to act effectively in a situation unless it has the authority to act within that situation. There must be a procedure understood by all whereby individual institutions may effectively bring to bear upon the total system their way of determining the goals for the total system. This can be carried out through a so-called President's Council which would consist of presidents of all institutions meeting together to take positions regarding the goals of the entire system.

Three, there must be a modus operandi for achieving the goals. While some of the goals may be achieved best through institutional action, other goals may be achieved best through coordinated or state action. There must be carefully worked-out procedures which prevent individuals within the system from working against each other. In other words, it is dangerous for certain groups to establish legislative lobby activities which are in opposition to other groups within the system. This would mean specifically that presidents of individual institutions should not appear before legislative committees regarding legislation which would benefit an individual institution over the other institutions within the system.

In order to assure the best type of operation at the state level, as well as the local level, there are also certain procedures which should be implemented in the model system.

First, leadership should not be confined to those who hold status positions in the power echelon. In other words, there should be conscious effort made to bring into leadership positions individuals who may not hold status positions. This can be done by the broad use of ad hoc committees designed to set up special policy developments and to make special studies within the total organization. This means that the power structure does not need to be large because its activities will be constantly supplemented by the general leadership which is brought about through the use of these ad hoc committees.

Secondly, responsibility should be shared in this same way. The power structure should not be the sole basis for determining responsibility.

Thirdly, all who will be affected by a program or policy should share in the decision making in respect to that program or policy. This would mean that each individual in each college must have a line of communication which is open.

Fourth, relationships among faculty members, teaching and administrative, within a college should be similar to relationships among institutions and the state level staff. A bureaucratic system will beget a bureaucratic system.

These principles and procedures should by now have given you some idea of what your model may look like. In final summary I would point out:

(1) The best structure for Maryland will not look exactly like any other state. It will be influenced by past history, and by various other factors that are important only in Maryland.
(2) It will include stronger state level coordination than has been true in the past.
(3) It must include provision for institutional integrity and will define areas of institutional autonomy and relationships.
(4) It will provide a larger state support than has been previously true.
(5) It will definitely plan the community college as a part of the so-called higher education sector of public education.

(6) It will provide opportunity to implement more completely than ever before the full comprehensive program of a community college.
(7) It will cause some discomfort upon occasion.
(8) It will promote continued development and expansion of the community junior colleges in Maryland.

It can become a model - but only for Maryland.

REALISTIC APPROACHES TO STUDENT APPRAISAL

Paul E. Behrens

First let me say that I consider it a privilege to participate in your conference, to add my voice in saying as a resident of Virginia - even though a few days late - "Welcome to Virginia"; and to share with you some of my ideas on 'Realistic Approaches to Student Appraisal.' At the same time I hope to learn more about "Patterns for Progress in Personnel Programs". Actually in the process of preparing this talk I learned a few statistics - community colleges are being established at the rate of 50 per year and that 60 new colleges were opened in the fall of 1968.

Speeches are difficult to make. Our English language makes it difficult to communicate and any realistic approach to student appraisal involves all phases of communication. I tell a member of a group: George, it is your turn to DRAW! What do you expect George to do? Or, as a test company representative I give you a test. In this flannel board of squares there are 4 - 2" squares across the top and 4 - 2" squares down the side. Listen carefully as I ask the question: How many squares in the design?

Why did I test? Possibly before answering this question we should define the terms we have under consideration.

Realistic: tending to face facts and be practical
Approaches: an advance or overture (to some one)
Student: a pupil or scholar in an educational program
Appraisal: (from the dictionary) to judge the quality or worth; to estimate.
(from the Dictionary of Education) the process of synthesizing and interpreting data concerning a pupil or student.

Now that we have an idea of what we are going to discuss, the problem is, how are we going to do it? How are we going to determine the needs of individuals in order that we might assist them so that they might function normally and yet do it in a practical manner?

My answer - a dynamic program of student personnel services that assists the individual in finding his place in one or more of the programs available to him in the community college, or to continue his educational or vocational program on either a full-time or part-time basis in some institution other than the community college. One of these services is a sound program of evaluation. If those who are involved take great care that the instruments used for measurement are pretinent to the individuals involved, and seek expert assistance when necessary, a reasonable degree of success in student appraisal can be expected. Evaluations can be made through such devices as standardized tests, locally-made tests, rating scales, checklists, questionnaires and anecdotal reports. Let us discuss these instruments.

A standardized test is one that has been given to a specified group of pupils; is composed of empirically selected materials usually called items; has definite directions for administration scoring, and interpretation; has data on reliability and validity; and has adequately determined norms. The results are presented in such a manner (norm tables) so that a pupil who takes the test may be compared with students of the norm group. Scores or results of these scores are reported as raw scores which may then be converted to percentiles, grade placements, mental ages, intelligence quotients or stanines. Standardized tests are the most objective devices currently available for measuring factual recognition, certain skills, concepts, understandings and problem solving, and sometimes interests, attitudes and personality. They should be used only if found satisfactory for the specific students involved.

For a realistic approach to student assessment, a good testing program is essential. As I see it, it would consist of 4 major phases which can be briefly stated as follows:

1. careful selection of the materials to be used
2. proper administration of the materials selected
3. accurate scoring
4. intelligent interpretation of the results obtained

Now, if I may, I would like to elaborate briefly on each of these factors.

Careful selection of the materials to be used is the first important step in a pupil assessment program. As asked earlier - Why did I test? I tested then as an attention getting device and as a means of accomplishing this objective I selected a colorful flannel board plus various colored squares as my test instrument. The same reasoning applies in pupil testing. What do I want to find out about these students that I do not already know, that is not available on their high school transcript or filed in their personal folder? Is a standardized test available that will enable me to determine this information? Is there a better way to secure the information which I feel is significant? If I use a specific test will I get scores that can be converted to a useful table of facts and information about the pupils I am testing? As a result of this testing what action will be taken? Unless you are reasonably certain you can give satisfactory answers to these and other questions that might be included, you are not off to a good start in your testing program. Other factors to be given consideration in this first phase might include such things as the cost of the materials, administrative time, scoring services available, type of manual and interpretive materials furnished, consultive services, and the norms and technical data available for the tests.

Test results lose their value if there have been errors in administration. One must consider the **administration of standardized group tests** as a professional activity, requiring preparation on the part of all involved. If several are to assist, the individual in charge should meet with those aiding him to study the test manual and the test. A good procedure is to have this group 'take the test' prior to their participation in the administration to student groups. This activity should include a discussion of the procedures to be followed and the problems or questions which are likely to arise.

Some of the factors to be considered in making certain that the tests are given properly would include the following:

1. Make certain all needed materials are available.
2. Check the physical aspects of the room to be used; heating, lighting, seating arrangements, etc.
3. Plan to prevent unnecessary interruptions.
4. Keep poised, avoid arousing tension, and follow directions exactly as given in the manual.
5. Time all test intervals accurately.
6. If in doubt as to how to answer pupil questions, repeat the instructions as given in the manual.
7. Observe the pupils during the testing period, making note of any atypical behavior.
8. Common sense is the only safe guide in any exceptional situation that might arise. You probably will not be in error if you strive to give the pupil every chance to demonstrate his best ability on the test, as long as you do not deviate from the standardized procedures outlined in the test manual.

We now come to the third phase of a good testing program, namely, **accurate scoring**. Frankly, little needs to be said here, since machine scoring services are now or soon will be available for a majority of the standardized group tests on the market, at all grade levels, and with a high degree of accuracy. Then computers take over and the results, in varying forms, are printed out at a fantastic rate. The major problem in insuring accurate scoring results at both the high school and college level is to be certain that the student data is correctly recorded and that each student is properly instructed in the marking of the answer sheet.

The fourth phase, and the phase that many consider the most important, is that of making an **intelligent interpretation of the results obtained**. We cannot simply take a raw score, convert it to a percentile rank or stanine and say that we have the answer. The same thing applies to interpreting the Mental Age or I. Q. that is obtained.

As many writers have stated, it is what is back of the results obtained on tests that provides the clues to intelligent interpretation. That is why I am suggesting additional means of pupil assessment.

Locally-made objective or essay type tests are necessary when standardized tests are inadequate for reasons of content, difficulty, scope, or cultural bias. They may be of the essay type or of the multiple choice variety (true-false, matching, or completion). In developing the essay type of test, the main difficulty that arises is in phrasing the questions, keeping the wording simple, and scoring the questions fairly. In the multiple-choice type, one must be careful that each question tests but one idea, that the language is simple, the format clear, a sufficient number of possible responses listed, and the correct answer should be evenly placed among the choices.

Rating scales may be devised to attempt to measure performance, attitude, interest, character, or personality. A rating scale allows classification along a continuum of either frequency of occurrence (always, usually, occasionally, never) or intensity (strongly agree, mildly agree, undecided, mildly disagree, strongly disagree) of reactions or behaviors. In rating scales, the person doing the rating is the measuring instrument. In developing a rating scale, one should preferably have 5 to 9 equidistant rating points, identified by numbers usually arranged with the highest end or most desirable point the highest number and the scale must rate the same characteristic at all points.

If a checklist is used, the matter of possible responses is limited to two: check or don't check, like or dislike, or agree or disagree.

Questionnaires must be carefully worked out, checked out, tried out, and revised if they are to be of value. Basically a questionnaire is a series of questions, usually of the 'yes' - 'no' variety, that is filled out by the pupil. One must be careful that the vocabulary is not too difficult, that the items are not so stated as to cause the pupil to rate himself poorly or where the pupil will likely choose the response he thinks the teacher wants.

Along with the above sources of information we must know more about the pupil's background. For this we can go to the permanent record and the school transcript for information concerning the pupil's health, the home situation, previous academic record, any vocational experiences, what previous teachers have noted about the student, his study habits, and previous test scores. It is only when test scores are associated with or supplemented by non-test pupil information that they really become meaningful.

But all the above is meaningless if we do not intelligently interpret the information to a student in a manner which he understands. We must talk with him on his level in words that have meaning to him. Basically, we must demonstrate that we truly care about the student. This will require more than educational jargon and catalog statements. It will necessitate working closely with students, listening to them, identifying their legitimate needs and reflecting their concerns in the decisions that are made. Then, when we have carefully assessed a student's need, and feel that it is justifiable, we should commit ourselves to its fulfillment.

If we accept the assumption that the individual student is the essential educational unit, then we must take a fresh look at our functions, our daily activities, and the objectives and educational practices of our institutions. We must be prepared to adjust or eliminate those activities that clearly interfere with human development. We must be willing to find more time for students, and to create experiences which recognize the importance of the individual and which emphasizes self-direction and self-discipline.

The ultimate goal of the junior college is the provision of better educational opportunity for the citizens of the state, not only to schooling the better student but also to helping each student achieve his optimum intellectual development. If all students are helped to the full utilization of their intellectual powers, we will have a better chance of surviving as a democracy in an age of enormous technological and social complexity.

To be practical about the situation - with two test publishing firms being represented - do you feel that an organized statewide program for testing high school students who plan to enter junior colleges, and the first year students who are already enrolled, in the state of Maryland would be of value to the junior college personnel staff? The results of the brief questionnaire which I sent out to the state schools seems to indicate the answer might be in the affirmative.

Test scores were used for placement in English and mathematics predominantly with four also using them in foreign languages, and two in reading. A majority of the schools that stated they used test scores for placement also stated they felt a need for these scores plus a need for scores in the foreign language field and chemistry. Few schools had expectancy tables but many would find such tables useful. Six of the schools use prediction tables, five do not. Practically all of the schools indicated they could profitably use tables of norms for students entering junior colleges of Maryland based on test scores of Maryland students.

Such a testing program might conceivably serve the following purposes:

1. assist high school seniors and junior college freshmen in determining the kind of education or training that would be of greatest value to them.
2. provide high schools and junior colleges with a common program of testing for multiple guidance purposes.
3. assist junior colleges in classifying students by including in the testing and reporting services additional information concerning the student.
4. provide statewide norms useful in evaluation and research.

Planning for the program would be worked out by a representative group from the high schools, the junior colleges, the State Department of Education and the test publishing firm. This group could work out the types of tests to be used, other data to be collected, the statistics and research to be done to make the program of value, and the types of reports to be submitted to the pupils and the schools.

By testing near the end of the junior year in high school the basic reports would be available for counseling purposes during the senior year and the first year of the junior college, when the report could be supplemented by possibly additional testing and the complete high school transcript. The uniformity of information and research that would be developed should be of significant value to all participating institutions.

Today's urgent need for well trained individuals and the growing number of individuals who need this training places a strong challenge at the door of higher education. This challenge is being met, in part, in many areas of the country by the development of public community colleges and junior colleges. It is essential that these schools with their modern, well-equipped facilities are used to train individuals who have the commitment and abilities to pursue successfully educational or vocational training in a given field.

REALISTIC APPROACHES TO STUDENT APPRAISAL

Edwin T. Carine

As I assembled some notes for this morning's discussion, I made a quick search of recent literature on testing and prediction. Some of you may have seen the paper on "The Selection of Vocational—Technical Students" by Doerr and Ferguson in the September 1968 issue of the Vocational Guidance Journal. The authors reported their study of the use of the discriminant function statistic instead of the familiar Pearson correlation. Vocational—Technical curricula were classified into 8 groups, "Auto Body Repair, Auto Mechanics, Data Processing, Drafting, Electricity and Electronics, Machine Shop, Sheet Metal and Welding." They used the Dailey Vocational Test (DVT) and the Minnesota Vocational Interest (MVII).

The variables analyzed were:

DVT. Electricity, Electronics, Mechanical Information, Physical Science, Arithmetic Reasoning, Elementary Algebra, Vocabulary, Spatial Visualization.

MVII. Truck Mechanic, Sheet Metal Worker, Machinist, Electrician, Radio—TV Repairman.

The researchers found that the discriminant function reveals differences between the Curriculum groups which make it possible to counsel a student, using test data, into the vocational curriculum which offers him the best chance of success.

The statistical technique involved in this study is described in Multivariate Procedures for the Behavioral Sciences, Wiley & Sons, N. Y. 1962 and Advanced Statistical Methods in Biometric Research, Wiley, N. Y. 1952. The October 1968 Personnel & Guidance Journal contains a review of the literature on "Predictors of Success in High School Level Vocational Education Programs" by Praediger, Waple & Nusbaum. You will find some valuable references in this survey.

I also checked Roueche and Boggs Junior College Institutional Research, published by AAJC. It seemed to me that, although this publication was intended to give examples rather than a comprehensive review of the research, the emphasis was on descriptive studies rather than placement - validity research. Descriptive studies are fine, they make interesting reports to presidents and trustees. I believe, however, that they are secondary and supplementary, and should not displace the correlational mode of research which provides the student personnel worker with data central to his counseling function - and central to the guidance philosophy which is the core of the community college concept.

Let me give you an excellent example of the kind of research that can be accomplished locally on a limited budget. Jerry Davis of the College Board Southern Regional Office and Frances Friedman of the Admissions Testing Program Staff developed this model with and for Columbia College, South Carolina. In this study, prediction equations were developed for each level in a course sequence. A common end of term examination was used for all sections of the course. The first step in this plan is to select the examination that will be used. The faculty, of course, is involved in this selection. The department (English, Mathematics, etc.), should have an opportunity to review inspection copies of the instruments, and select the one which best matches their offerings in content and level of difficulty. The test selected is administered to all students in the course before course one in the sequence, after course one, and after course two - thus:

Course One		Course Two	
Test One	Test Two		Test Three

This procedure is desirable because if test scores tend to drop from the pre-to-the-post course one administration, some doubt as to the validity of the test will be raised. In addition the test scores presented before the course sequence by successful students will provide a counseling tool.

Here are examples of the scatter-plots obtained when this procedure was used:

TABLE I: COURSE ONE

SCORES	GRADES				
	F	D	C	B	A
80–75					3
74–70					4
67–65					2
64–60	2		1	5	1
57–55			8	6	
54–50	1	4	15	3	
49–45		3	10		
44–40		8	6		
39–35	3	5			
34–30	9				

100

TABLE II: COURSE TWO

SCORES	GRADES				
	F	D	C	B	A
80–75					2
74–70					6
69–65				4	1
64–60			2	6	1
59–55			4	5	
54–50	1	4	20	3	
49–45		9	6		
44–40	6	2			
39–35	3				
34–30					

/ 85

If you look at the scores and course grades in Table I you will note that all but one student scoring 65 and above obtained A's. For a score of 65 or better, credit or waiver of the course could be granted. For scores around 50 there is a wide spread of grades. Additional data is needed here. A review of the high school transcript should help indicate which students in this group could be placed in course two, and which ones need to begin with course one. Notice the broad distribution of scores achieved by "F" students. It is probably best to disregard the "F" grades in this kind of study because students receive failing grades for many other reasons beside unsatisfactory course work.

Another method which, although it may be considered "quick and dirty" by some, is useful in counseling, is the Per Cent Agreement Technique. When time, manpower, and budget are not available for more sophisticated research, it is most helpful. Here is the way to do it. Group test scores and grades into three: high, medium, and low. Plot them like this:

TABLE III
ENGLISH GRADES

	BOTTOM 1/3	MID 1/3	TOP 1/3
TOP 1/3	3	10	33 20
MID 1/3	3	33 21	9
BOTTOM 1/3	33 27	2	4

ADD THE TALLIES IN THE DIAGONAL SQUARES

27
21
20

68

DIVIDED BY THE TOTAL N 99 / 68 = 68.7% AGREEMENT

One caution - zero agreement will give you 33.3%, indicating that the test used has zero validity for this use. If all tallies fall on the diagonal as in the lower left hand corners, you have that utopian situation in which there is 100% agreement. Human beings, thank God, are not that predictable.

There are several ways in which you can obtain assistance for this kind of research from the College Entrance Examination Board. Before I detail these services, let me stop to identify and clarify. The College Entrance Examination Board is an association of colleges and secondary schools. We are not in the business of selling tests. Our purpose is to provide the programs and services which can best facilitate the transition from high school to college. The Board's policies are set by the membership. This association will undergo its annual and substantial increase in school and college membership at its Annual Meeting next week at which a number of community colleges will become members. If any of your colleges are interested in applying for membership, effective in 1969, the basic qualifications are regional accreditation and "substantial use" of Board services. You may obtain further details by writing to me at CEEB, Northeastern Regional Office, 475 Riverside Drive, New York, N. Y. College Board programs include the familiar Admissions Testing Program (Scholastic Aptitude and Achievement Tests), Guidance Services, Advanced Placement Program, College-Level Examination Program, and the two of greatest interest to us this morning The Validity Study Service and the Comparative Guidance and Placement Program.

Permit me an aside here on the SAT. Although most of your colleges do not use the SAT, you frequently see the scores reported with an application, and some of your faculty colleagues may have mythical notions of "good College Board scores". Please note that for all high school seniors (the total population of grade 12 - not just the test taking or the college bound group), the mean SAT verbal score is 390. A score of 500 for the total high school senior universe is at the 80th percentile. I will be glad to send you the publication College Board Score Reports which contains a wealth of information on SAT norms. Just drop me a note.

Now to CGP. Members of the College Board became aware of the need for a good test battery designed for guidance and placement rather than selection and in 1966, launched the Comparative Guidance and Placement Program. Junior colleges were involved in shaping the program. Field testing was combined with operational research. An outstanding group of educators, including Dr. Jane Matson here present, agreed to help shape the program. The Community College of Baltimore and Catonsville Community College were involved in Phase I of the research. Baltimore is continuing in the current Phase II. Field testing during Phase I involved 40,000 students, the second Phase involves 80 junior colleges and 55,000 students.

The rationale for CGP is that there are three categories of information needed by the student and counselor in junior college for realistic decisions. First, a student needs a means of measuring and describing his educational and vocational interests which will provide the data for a tentative program choice. Second, information on abilities is needed so that a program choice can be made which will permit a good chance for success. Third, the college needs achievement measures for placement. CGP provides a biographical inventory, a comparative interest index (12 scales now, more being developed) measures verbal skills, mechanical and clerical aptitudes, spatial reasoning, and math and English fundamentals. Services available include alpha-roster score reports with selected items from biographical inventory and interest index, punched card reports, institutional summary reports, summaries across institutions, Validity Study Service, etc.

Junior colleges were involved not only in administering the instruments in the field test but also in shaping and evaluating the supporting services. This was no crash program designed to take some tests off the shelf and market them

under some kind of junior college label. Last year validity and reliability of the instruments were thoroughly checked as you would expect. In addition, test administration details - such as time, wording of directions, turn-around time for score reports, etc., were all worked out under actual conditions. Again this year, 80 colleges are giving us the feedback we need to further refine the program.

You may be interested in the CGP - Validity Study completed at one of the 40 cooperating colleges in Phase I. One of the questions was "can we predict success and satisfaction within curricula groups?" The success criteria used were Grade Point Average (all subjects) and major field average. Here is a brief summary of the report:

TABLE IV

PREDICTOR	CRITERION[1]	r_2	r_3^n
	Liberal Arts		
HSR_4	MF	.315	
HSR	GPA	.36	
Sentences	MF	.203	
Sentences	GPA	.26	
	Business		
Math Fundamentals	MF	.486	
Reading	MF	.418	
Sentences	MF	.353	.576
HSR	MF	.339	
Math; Reading; Sentences; HSR - GPA			.682
	English 101		
Sentences; Math; Reading; Vocabulary - Course Grade			.459
	Math 101		
Math; Comparative Interest; Math Scale, HSR - Course Grade			.635
	English 01		
Sentences; HSR; Vocabulary; Reading; Spelling; Course Grade			.279

1. M.F. indicates Major Field Average.
2. GPA indicates all Subject Grade Point Average.
3. r refers to zero order correlation.
4. r^n indicates best multiple correlation.
5. HSR = High School Rank in Class.

The staff at the College Board and ETS and the committees are satisfied that CGP is the much needed answer to the demand of community colleges for a new modern guidance and placement instrument designed with and for their institutions. The interest scales and the biographical inventory provide effective measures which not only remove the mathematical chill from the aptitude and achievement scores, but also provide valid scales which help match student and curriculum. The decision has been made, therefore, to make CGP operational, effective January 1, 1969.

In order to provide the flexibility essential to a program designed to fit the wide spectrum of sizes and types which operate under the rubric of "Junior Colleges", there are three plans available. The first, "Plan A" will be available January 1st next. At a cost of $3.75 per candidate this plan will include a uniform test battery for all entering students, score reporting, normative data, validity studies, and placement studies. More elaborate plans, one for individual colleges, and one for consortia, regional groups or state systems will become operational in 1970.

You don't have to wait for CGP to make use of the Validity Study Service as one of your number has done and another is presently doing. With so many of Maryland's high school students completing the SAT for the University and for the State Colleges, you may be interested in testing the validity of SAT's for at least your liberal arts - transfer curriculum. In such a study - a rather monumental one - we were able to compare various sets of predictors including both ACT and SAT scores. (as an aside - until about a week ago, the 368 page report of this research was the validity study heavyweight champion of the Northeast. Just about a week ago, our report for University of Rhode Island became the new winner with 378 pages.) Here is a very abbreviated look at some of the results of one junior college's research. Remember please that the results of validity studies like this are most specific. The data are not generalized. Correlations, prediction equations, apply to the individual college, its students, and its curricula.

TABLE V

For all freshmen using Grade Point Average (1st semester) as the criterion:

Predictors	Multiple R	
	Men	Women
HSR, ACT Composite	.481	.529
HSR, SAT-V, SAT-M	.493	.622
HSR, SAT-V, SAT-M, English Comp, Math 1	.502	.631
HSR, ACT Eng, ACT-M, ACT-SS	.490	.559

HSR, SAT-V, and High School English Average were significant predictors of English 101 grades. For English 001, English Comp Achievement, SAT-V, ACT English were all significant predictors.

My time has just about run out. If any of the ideas or programs I have mentioned seem useful or arouse your curiousity, write to me at 475 Riverside Drive, New York, N. Y. for further information. Research, and use what you learn. Do it with tally marks through your own data process department, or let us help. Just don't fly blind or use myths and preconceptions about the meaning of test scores. Keep in mind, please, what Dr. Dwight Batteau says about research "Every experiment turns out right - but not necessarily the way you expected - nor do you have to understand it."

Thank you for listening so attentively.

STUDENTS IN REVOLUTION

Daniel J. Sorrells
Professor of Higher Education
The University of Georgia

Whether we apply the words devolution, revolution or evolution to our college student population's activities, today, we all recognize that on every campus this fall, be it large or small, public or private, co-ed or sex segregated, there is the indication of ferment for change. In many situations, this ferment has assumed slow yeast-rising proportions. In others, the explosive process has rocked the very foundation stones of some institutions and their administrative staffs as well. In either case, change is the order of the day.

At least 221 demonstrations occurred on 101 American campuses during the second half of the '67—'68 academic year, according to the latest National Student Association survey, with some 39,000 students participating.[1] "Black power" led the list of causes with "student power" second. Perhaps a more grass roots

1. "The Chronicle for Higher Education," Vol. 3, No. 1, September 2, 1968.

reason for concern which has deep meaning for all of us in that most universities and colleges may be justly accused of failing to prepare students adequately for life in today's world - a charge we cannot deny. The Ford Foundation has recently made a grant to the N.S.A. of $315,000 to found a Center for Educational Reform. Perhaps such a venture is needed for each of our campuses, yours and mine, and I might say with that kind of money, we'd be glad to sponsor one!

With one-half of all Americans today age 30 and under, perhaps the older half is worried about the "youthquake" which tremors today but may burst forth into chasmic proportions at any time and probably for the best of reasons. Rabbi Leonard Beerman, in the August 14, 1966 issue of the Los Angeles Times in a staff article entitled, "A Look at Youth on the Healthy Side of Discontent" states that, "The more sensitive young people, the ones who are concerned about civil rights and questions of integrity, still are only a minority on the college campuses but they're an important minority. They're able to see the phoniness that exists in society, which affirms noble principles, but which has never been able to bring those principles to bear in a complete sense. I have a feeling that a more sizable group of these young people will be more actively engaged in bringing about social changes than were their parents." How true his prediction has become! - only two years later.

Roger M. Blough, Chairman of the Board, United States Steel Corporation, in a Millsaps College convocation in Jackson, Mississippi in February of this year, expressed his faith in youth when he said:

> "In these rapidly changing times, it seems to me that one of the qualities most to be desired in the product of our colleges is a restless discontent with things as they are, so long as it is also a constructive discontent. It takes little intelligence to be against the established order and little time to tear it down; but it takes a great deal of wisdom to decide what you are for, and an infinity of patience to build a new and better order in its place."

Furthermore, in his opinion,

> "The representative collegian today is an able, thoughtful, deserving individualist with remarkably high potentials. He wants to stand on his own feet, review his own checkpoints, blast his own way through our teachings and dispense with a few of our sacred cows."[1]

As great as the temptation may be to dwell on the destructive side of student discontent, and its disruptive, debilitating role cannot be discounted as witnessed by the Berkeleys and Columbias here and there; the possible, positive, constructive changes which can be an outgrowth of a moderately revolutionary student involvement on each of our campuses is worthy of our attention. Since such activity will demand our attention in the days ahead, why not direct our energies now to learning what students today need and desire, through their own perceptions. If their formal educational experiences are to be a meaningful, satisfying, gratifying adventure, our assuming this posture is a must.

Perhaps Jacob's study, "Changing Values in College", an in-depth study of the American student a decade ago, will focus some of the differences which have occurred in student populations within the period in which many of us have been members of college administrative and teaching staffs.[2] This study found that students seemed to be contented; self-centered; conformists; valued traditional virtues; and were dutifully responsive towards government; and that the instructor, the curriculum, or method of teaching have little significant influence on student values. Without drawing any specific analysis of the students you know from your own campus - how many seem content, self-centered, conformists in the

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1. Blough, R. M., "What Price College", Public Relations Dept., U. S. Steel Corporation, 71 Broadway, N. Y.
2. Jacob, Phillip E., "Changing Values in College", New York: Harper and Rowe, 1957.

strict sense, traditional in their approach to ethical values, or uncritical of what they see in government? Yes, today's student is an evolutionary kind of person vastly different from those of the past and perhaps even more different will be the student in years hence.

Likewise, the war veterans of a decade ago were not rallying their classmates to the cause of study; they were simply studying themselves and providing some competition. Today's veterans are vigorously challenging their classmates to their cause of concern, protest, and demonstration. They have become a part, perhaps a major part, of the new ferment.

S. L. Halleck, Psychiatrist from the University of Wisconsin, in the September, 1968 issue of Phi Delta Kappan in an article entitled, "Hypothesis of Unrest", and I would recommend your reading it, gives us the best analysis of student activism and passivism that I have seen. He concludes that, "Students can no longer be taken for granted. It does not matter that the majority of students remain largely content, conservative, and apathetic. A determined minority of restless college students has forced us to examine and sometimes change institutions, rules, and values, which were once considered inviolate. We can deplore student unrest or we can welcome it, but we cannot ignore it or simply wait for it to go away."[1]

So much for the involved student whose approaches to his problems may be revolutionary in nature. Our concern for and ability to work with these "newer breeds" probably constitutes the degree of success we as Personnel Professionals will meet in the immediate future.

A related educational problem worthy of our attention is that of universal growth which will add to the revolutionary tactics in vogue on each of our campuses. By 1975, our anticipated college population will have grown to an unbelievable 7-1/3 million. There is little doubt that education as a business and as an occupation will continue to be faced with almost insurmountable public demands. Within our own junior and community college setting, there were some 775 established schools in 1965. This number has grown to 819 today and will reach the 1,000 mark soon. Some 3,000,000 more students must be absorbed by the two year institutions. Since the hue and cry of many students today, revolutionary in their activity or not, is in defiance of what to them seem to be the numbers racket punctuated with mass media learning, we who are at the two year higher education level must attune our thinking and planning to a greater extent toward what has been our continuous goal, individualized approaches to students' educational and vocational needs. Not a very favorable picture and a dismal one if we expect to continue applying the same patterns of administrative organization and course work as we have in the past. Without question, we admit youth are living in a world unlike that in which we grew up. They are better trained, more knowledgeable, and more experienced than we were at that age. Can we not think and plan boldly with their help to make the world of education and the world at large more nearly compatable; more nearly a synthesis of life itself? This is our real challenge and if we meet it adequately, I for one, believe that dissident factors of our student population will decrease and the positively oriented student will become a more contributory citizen in what we desire to call a community of scholars. And he will become a better educated person in the process, as an actively participating member in all matters from curricular planning to administrative change.

Within the panoply of the educational heavens, the newest and brightest constellation is the community—junior college. You represent the most refreshing, down-to-earth, realistic approach to higher education today. Yet, thus far, we have been too prone to emulate the four year college in pattern, design, and execution and in course content and control. If we are to do well the job that is uniquely ours - serve the post-secondary needs of our own communities by keep-

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1. Halleck, S. L., "Hypothesis of Unrest", Phi Delta Kappan, Vol. XL, No. 1, September 1968, page 2.

ing our approaches based on the uniqueness of the individual student involved, we must become evolutionary and even revolutionary ourselves.

Without wandering too far into paths of curriculum concern, may I say that your opportunity to challenge youth educationally in the two year college is not debatable. But present methods are questionable. Too often we have taken the path of least resistance and emulated the four year institution, and understandingly so, far too often the four year institution has dictated policy and practice to you. But among our newer schools and certainly those yet to be established, we ought to be as imaginative as the minds of us and that of the youth of our communities will allow. How we fulfill our perceived obligations curricular and co-curricular wise in the immediate future can well be the key to resolving our own student unrest. Whether or not the unrest reaches revolutionary proportions, constructive or destructive in intent, will be determined largely by how effectively we so-called professional educators accept students' concerns for change and their suggestions for revitalizing the total curriculum. Their self-perceived needs for an education which will make them competent workwise and capable citizenwise, coupled with some degree of insight which age and experience should have produced in us; all working together for higher education effectiveness will bring rationality to the irrational, contentment to the discontented, and meaning to much of today's meaningless educative process. As Woodrow Wilson stated some sixty years ago, "So long as instruction and life do not merge in our colleges, so long as what the undergraduates do and what they are taught occupy two airtight compartments in their consciousness, so long will the college be ineffectual."[1]

Certainly, we need to recognize those whose sole purpose seems to be disruptiveness and destruction. There have always been a few of this type both among youth and adults, and like the poor, they are always with us. But once the constructively oriented radical or revolutionary is identified and his energies appropriately channeled, his contribution to change for the better can be great, both on and off the college campus.

My challenge to you is to accept the fact that all students who come to us desire to be free to learn, to study, and to contribute to the campus community of which they are a part. But such freedom to most of them, as to us, does not mean the absence of controls, for learning can take place best through regulated endeavors. Freedom without commitment becomes license. With freedom goes responsibility and responsibility in turn limits freedom. No man lives alone, and lives very little unless he becomes a contributing member of his group. Perhaps our problem with the revolutionary student is to help identify for him wherein he may make the greatest contribution to himself and others. Of whose society can one be most productive - his own, and an institution of higher education should always be a place where orderly evolution is encouraged, individually and collectively, for the welfare of its members.

In closing, the challenge of the revolutionary student, like all other student concerns, is ours. How evolutionary constructive can we be in meeting it is our real problem. The modern college student has reason to wonder if our reverence for peaceful dissent is genuine or if we are only giving lip-service to an ideal in the hope that conditions will be preserved as those in power now desire them. Many students are wondering no longer. Instead they are experimenting with new styles of protest, styles that have produced faculty-administration-politician over-reaction - over-reaction that might become more destructive than the original disturbance. We must be willing to look into a very basic cause of ferment, the fact that higher education today and life today beyond the campus have very little in common, and to work in concert to alleviate this ever increasing problem. Cannot we at the Community College level in the state of Maryland in this 1968-69 academic year begin a cooperative effort among students, faculty, and admin-

1. Wilson, W., "The Spirit of Learning", Selected Literacy and Political Papers and Addresses of Woodrow Wilson, Vol. 1, New York: Garret and Dunlop, 1925.

istration to bring relevance to the processes we direct and life-meaning to those citizen-students who are the products of our programs? Via this route and toward this end may well be our most fruitful "pattern for progress in personnel programs." Thank you.

PANEL DISCUSSION: STUDENTS IN REVOLUTION

Moderator: Graham Vinzant, Dean of Students, Catonsville Community College

Panelists: Dr. Jane E. Matson, Dr. Terry O'Banion, Dr. Daniel Sorrells

The panel asked, is confrontation healthy? Why must we wait until the confrontation reaches Berkeley proportions, or were they actually needed? What do we do to provide avenues for student grievances? Our students are difficult to get involved, and we should get them involved - we should encourage confrontation. Militancy will open channels; we are so bureaucratized we won't respond without militancy keeping up the pressure.

We are always stressing, "be responsible", but it adds up to "do as I say". Responsibility doesn't exist outside a frame of reference. Students feel responsible to themselves.

Do we hear what they are confronting us with, or do we listen to hear what we want to hear? We must do a new kind of hearing, which isn't easy. Is the role of student personnel to adjust students to the status quo - to keep students down - or do we play a new role, and join them. This new role doesn't mean joining them in shallow ways, as for example wearing long hair. Our role is to listen; to try to understand; to be their primary liaison; to be facilitators. They are our brightest kids, and they think we've "copped out."

On a junior college campus, we have to teach them how to talk. We have to beat them over the head to take an interest in what's going on. We want them to care about something and to stand up for what they care about. We should talk to them about what's going on, rather than giving them information. In basic encounter groups, they will talk about what's important to them. Perhaps we should import some militants. Short of riots, we need to get students involved and concerned; anarchy is the last resort and we can't prevent it anyway. Some of us still have the "dean of students" conscience, however.

Educational institutions are rigid and move slowly, too slowly for a changing world. Why can't we produce constructive confrontations for a change? Stop locking students into the system?

Discussion:

At Essex Community College, ten or fifteen students can organize a course and, with permission of the academic dean, take the course for credit. One such course (journalism) is presently being offered and two are ready to go.

After three years of effort, students are now members of the Cultural Affairs, and Curriculum Committees at Allegany Community College. They are non-voting members, on the grounds that they are "only kids."

At Harford College, students serve as voting members of all committees but Rank and Tenure. The student representatives are invaluable - they quiet faculty arguments with the truth. The Student Council President is a member of the Administrative Council. It takes work to keep students involved: agendas in advance, letters, phone calls. Student representatives are sometimes suspect with their peers. Can we be perceptive enough to remove the phoniness in areas where students are directly concerned? When they are college age, they should decide, for example, how they should dress. Let the few be different - we can't stop them, and should we? There are more important issues than dress and hours.

In regard to student evaluation of faculty and courses, we believe in asking the consumer, except in education. Obviously the student should have a hand in the evaluation. He's the only one who really knows. At Harford Junior College, the faculty have now accepted the fact that the student does know it; he's

learning something. The ten items used in evaluation were prepared by a committee on which students had the decisive voice. Each instructor samples one course per semester. Results of the student evaluations are a powerful influence on instructors. Formal student evaluations have some value if structured so that they are constructive and non-threatening. It is important to find a way to get students and faculty to interact.

Harford uses an instrument to evaluate counseling which is modeled after the faculty instrument. Interviews are taped; the counselor listens first and if he thinks it's good, he presents it to the staff. The staff feels these measures improve counseling. Montgomery Junior College asks students to evaluate its orientation course. They also call students in for sessions to evaluate the student personnel service; these interviews are tape-recorded and played back to the staff.

The basis for student revolution is our inability to change. What are we doing with the dissatisfied students who feel administrative representation is not enough? They can't tell you what should be done; only what isn't being done. What use can we make of informal, everyday evaluations? Why don't we have some students here? No students are involved in the Maryland State Association. Maybe what we are doing satisfies our own needs but not students' needs?

At what stage of maturity should students take over? Perhaps we have a false concept of maturity - would all of us be voting if we waited for maturity? How do they get experience?

Are we really getting student representation on committees? When SGA appoints, are students really representative of the great mass and can they speak for the mass? (Is the faculty any more representative?) SGA normally is a personality set-up and doesn't represent many elements; look at the people running for office. By what techniques can we get real representation? This is a very hard question to answer.

If we have a "militant in residence", we should contrive in the student activities program - in a positive sense - to force some confrontation in terms of what we believe in. We could use transfer students. We should not only let them in, but recruit them.

GROUP REPORTS AND RECOMMENDATIONS

Group I: Role of the Junior College Student Personnel Worker in Maryland
Group Leader: Terry O'Banion, University of Illinois

1. The role is in early stage of definition - difficult to define because of the diversity among institutions. High school backgrounds and counselor training programs play a significant role in the definition.
2. Major concerns regarding role:
   a. are we teachers or therapists?
      should a counselor teach?
      should counselors do extended therapy?
      what is our own thing?
   b. are we generalists or specialists?
   c. all counselors are student personnel workers, but all student personnel workers are not counselors; but shouldn't they be?
   d. there is much quantity of relationships but what is the quality of relationships?
   e. what is the responsibility of student personnel workers in programs for the educationally famished student?
   f. who should do academic advising?
   g. too much clerical work defines the role
3. The major role for Maryland Junior College Student Personnel workers is

in the area of high school articulation, diagnostic testing, admissions counseling, and orientation. Information giving seems to be the major role. There is a strong commitment to providing interpersonal relationships for students and a concomitant frustration because information giving does not provide relevant opportunities for such relationships.

Recommendations:

1. Student personnel workers in Maryland Junior Colleges should develop positive programs of action to become full partners in the educational process:
   a. define and communicate role to other educators in the institution.
   b. explore ways of achieving faculty rank for student personnel workers
   c. student personnel workers should be represented on all major committees in the college.
2. More efficient and effective use of the student personnel information services should be investigated:
   a. each college should investigate the information services on its campus and report at a conference in the near future new and effective uses.
   b. each college should provide meaningful occupational information in appropriate places in the college.
   c. well developed student personnel programs should explore the possibilities of organizing community counseling centers.
3. Student personnel workers should explore and experiment with the group process as a means for their professional development and the development of students:
   a. some staff members should seek professional training in group process.
   b. some staffs may wish to participate in group process in order to improve their working relationships.
   c. opportunities for group process experiences should be made available to students, faculty and administrators by the student personnel staff.
   d. student personnel workers should consider the use of weekend experiences in the group process on or off campus.
   e. a conference in the near future should be devoted to the exploration of the group process. Opportunities for participation in the group process should be provided for conference participants.
   f. an appropriate group should explore the means for securing funds for the training of Maryland Junior College personnel workers in the group process.
4. Every student should have the opportunity to confront his person in the process of his becoming through individual counseling, group process experiences, other student personnel services, faculty confrontations, and through involvement in the community. Such experiences should not be limited to specific groups of students.
5. Student personnel workers should assume a major responsibility in using available student data and generating additional data for the improvement of curriculum and the instructional process.
6. Student personnel workers should develop relevant programs and services for all groups in the community.
7. Consideration should be given for the more effective use of nonprofessionals in providing student services.
8. Exceptional student personnel programs in concert with appropriate faculty groups should develop curricula for the preparation of para-professionals in the helping services.
9. Student personnel workers should insure that students have channels of communication to express their needs and concerns regarding the life of the college. Some colleges may wish to use an ombudsman or trouble shooter for students.

Group II: Programs for the Unprepared and Research on Student Characteristics

Group Leader: Dorothy Knoell, American Association of Junior Colleges

General Purpose of Programs for the Unprepared

The overall purpose is to determine the need for developmental programs and to assess the types of such programs which are currently offered in the community colleges of Maryland.

Specific Purpose

The group attempted to survey and evaluate the kinds of programs which are in operation, and at the same time, to consider the types of students which such programs are designed to serve.

It became apparent to the group that existing programs are, in fact, often attempting to meet the needs of at least four identifiable categories of unprepared students. For instance: a) those who failed to take the proper course in high school; b) those who did not achieve as well as they should; c) those who exhibit low ability; as well as d) those who are culturally or educationally deprived (disadvantaged?).

Assessment of the Problem

1. Student personnel workers must find a means of differentiating among the various groups of students who are unprepared to take a regular college program.
2. Carefully-planned guidelines must be formulated for the implementation of remedial or developmental programs which are designed to serve such students effectively.

Basic Assumptions

1. Student personnel workers and faculty must combine their efforts to develop specific skills needed for working with the unprepared.
2. Preparation for - and entrance into - developmental programs should be carefully planned with the student. For instance, the Admissions Interview should be structured to help the student define or identify his needs and goals (immediate and long range) and to recognize his level of readiness for his self-determined goals.
3. Developmental and remedial programs must be designed to meet the specific needs and be appropriate to the abilities demonstrated by unprepared students. Further, courses within such programs must be flexible enough to permit students to progress "at their own speed".
4. An integral part of developmental programs should be a coordinated system of group counseling involving counselors, faculty and students. Such group interviews should provide periodic opportunities for students to assess their progress and to re-define their immediate and long range goals.
5. It should be emphasized that students who are enrolled in developmental programs should not be isolated from the College Community. Rather, every effort must be made to encourage such students to participate in a wide variety of college experiences.

Recommendations

The group recommends that an early follow-up study be instituted which would:

1. develop basic criteria and methods for identifying and differentiating among the several categories of unprepared students.
2. establish broad guidelines designed to assist community colleges in implementing and operating effective developmental programs.
3. formulate criteria to evaluate developmental programs which are currently offered by Maryland Community Colleges.

It further recommends that the most efficient and economical vehicle for conducting such a study would be through a representative task force similar to that which has been previously proposed.

General Purpose of Studies of Student Characteristics

The overall purpose is to develop better student information for use in high school and college articulation, counseling, placement, and program development.

Specific Purpose

The group developed the goal of working on a better information system to aid first in decision making and second in bringing about behavioral changes. The kinds of decisions with which we are concerned are the following:

1. Decisions which the high school student must make about attending college, about choice of program, and about vocational choice, with the assistance of his high school counselor and with appropriate information available from the college.
2. Decisions which the college must make about the student applicant, for example: the decision as to whether to admit the student to college or to a particular program, the decision about placing him in a developmental program or remedial course, and perhaps a decision about retaining him after a poor experience in college.
3. Decisions which the college has to make about the adequacy of its programs and services in relation to the students who are now attending and those who should perhaps be recruited by the college.

The kinds of behavioral changes we need to be concerned with are the following:

1. Student changes reflecting aspirational levels with respect to both academic program and occupational choice, as a result of his experience in college and the information which is fed back to him.
2. Student changes in behavior reflecting changes in his skill levels which enable him to achieve his original goals and aspirations.
3. Changes in the college reflecting the addition of new types of programs, adjustment in standards, improvement in services, and extension of opportunity to students who have not previously been served.

Types of Data

Four major types of data are important as input into the information system. These are academic characteristics, e.g., high school record, ability test scores, and placement test results; biographical information, e.g., socio-economic status, medical history, and high school activities; interests, values and motivation; and self-concepts. These data must be collected and then reported out for individual students, in profiles representing group or other class characteristics, and in normative form for comparison with other colleges or other states. Certain of these measures may be obtained before the student enters college and will not be expected to change over a period of time. Other measures may be regarded as instructional outcomes, e.g., the strengthening of interests and values. Certain other academic skills are essential if the student learning experience is to be a successful one at the college, e.g., reading speed and comprehension. Such skills must be strengthened or developed in special programs, rather than used in predicting the probable failure of the student in college.

Assessment of the Problem

Group II decided that the problem is <u>not</u> with the collection of student characteristics data, nor with the variety or quality of the data now being collected. Instead, the problem is with organizing and reporting the data so as to be maximally useful to high school counselors, college admissions officers, college counselors, remedial teachers, faculty members, and others who are involved in decision making or in bringing about behavioral changes. Timeliness of feedback of student characteristics data is also a problem in the age of computerization. There is general agreement among group members that no new major data collection need be undertaken until such time as a better system for organizing and recording currently collected data is devised. The varying interests of persons performing the several personnel functions constitute one of the major problems

in getting consensus in the group. The concerns of the registrar in the area of organizing student data are not always congruent with those of the counselor. A second problem appears to be the constraints imposed by agencies of the State of Maryland, on the one hand, and the expectations of the local community on the other.

Recommendations

Group II wishes to commend the work of John Cope for the Informational Services Committee in designing a very comprehensive state wide follow-up study of high school students who may attend junior college or undertake other endeavors. There is consensus that cooperative follow-up studies are indeed needed. On the other hand, it appears that the first step be the creation of a task force to establish a time table and guidelines for developing an improved student information system. Such a task force should include representatives from all or most community colleges, the State Department of Education, and the new State Junior College Board. The task force should include from the community colleges at least one president, dean of students, faculty member, student, and academic administrator, augmented by student personnel from the various functional areas.

A second recommendation is that a person or group within the student personnel division be asked to serve as a central clearing house for summaries of present and projected projects, experimental programs, and studies in the area of student characteristics and developmental programs, being conducted by Community Colleges throughout the State. The summaries should include material on objectives, design, expected outcomes, and progress in the case of longitudinal studies.

Group III: The In and Out Transfer Problem; Student Activities and Student Governance

Group Leader: David L. Sanford, Frostburg State College

At the first meeting of Group III a decision was made as to how to cover the assigned topics and which specific areas should be covered. The following points were posed as possibilities for direction of dialogue:

Topic A. The "In" and "Out" Transfer Problem

1. What should be done by way of orientation at both sending and receiving institutions to minimize student transfer problems?
2. What plan should community colleges follow in checking transferability of credits?

Topic B. Student Activities and Student Governance

1. Purpose and definition of student activities
2. What should be categorized as a student activity
3. Fiscal responsibility of activity fees
4. Administrative responsibilities of activities
5. Initiation of activity programs (who initiates - student or student personnel administrators)
6. Activism and/or apathy on our campuses

Topic A.

The orientation of transfer students tends to be ineffective at both the sending and receiving institutions. Much of the work in orientation that could be done by the community college is either not done or done in part, assuming that the four year college does the rest.

Recommendation

1. A planned program for transfer students should be organized and presented the semester immediately preceding transfer. Hopefully, this program could be coordinated with the student personnel offices at the four year institutions.

2. Community colleges must become more familiar with the transferability of credits to the transfer institutions.

3. Transfer to the four year institution at mid-year (February, normally) does not normally work in the best interest of the student. Only in situations where the student's program would be penalized should he be encouraged to transfer at that time.

4. The community colleges in Maryland must exert pressure on the four year institutions in order to promote more effective articulation. Consequently, because of their professional background, the deans of students must educate and motivate their presidents to exercise themselves as a pressure group.

For a student in the transfer program who receives the A.A. Degree, a credit by credit evaluation of his transcript should not be done by the four year institution. Rather, the student should receive the full number of credits earned, not to exceed sixty-four nor to include credits for which a grade of less than a "C" was recorded.

Topic B

After looking at the Raines evaluation report and after some discussion the group felt that student activities on the campuses needed strengthening and redirection.

Many activities were not relevant to the academic program. The term co-curricular may be inappropriate in thinking of the purposes of the total educational program. The group concluded that in this area a more concentrated effort must be made to emphasize the necessity of an effective activities program in the total academic community. Activities should be thought of by all members of the college community as an extention of the class room setting rather than a separate entity.

Student government organizations in general are primarily occupied with endless trivia. Meaningful involvement should be promoted on each campus by student personnel workers. The major function of student activities directors is that of a teacher. They must teach students how to assume responsibility. They must be able to differentiate between an authoritarian role and a role of guidance and direction. All student personnel people have a major responsibility for interpreting students to the administration, faculty, board of trustees and the community.

The responsibility and the role of the student personnel worker should be well thought out in advance with regard to activism, dissidence and apathy.

1. Colleges need clear statements on student rights.
2. Clearly defined machinery is needed to enable students to form groups, clubs, and organizations.
3. Colleges are not legally responsible for student publications.
4. Students must be given an absolute voice in the use of organizational budgets.

Group IV: Promises and Problems of the Technologies; Realistic Approaches to Student Appraisal

Group Leaders: Louis R. Fibel, American Association of Junior Colleges, and Daniel J. Sorrells, University of Georgia

What are the promises? To employers - that they will be supplied with needed manpower; to students - that their needs and interests will be met with programs different from the traditional. However, the needs of students and their potential employers don't mesh. The basic and immediate problem is evaluation of the student and the program, with necessary adjustments to produce congruence; we must evaluate and appraise both student needs and employer needs.

Selective admissions is one-sided and can warp the focus; it leads to satisfying employer needs but not student needs.

Do we force decision-making too early? What can we do with the student who is not ready for curriculum choice? For decision-making per se? At present, we put him in a general studies curriculum or make the decision for him and evaluate our success in his placement.

Programs which are too specific and too narrow create problems. We need occupational programs which are flexible - often industry calls for trained personnel in areas which are soon out of date. One approach is a monolithic structure having a core of courses needed within a cluster of occupations plus the avenues to specialization.

We don't have to start with a broad base and build options - we could start out very narrow and specific in order to serve the narrow and specific needs of the student. This might be accomplished through certificate programs.

Faculty frequently object to certificate programs which lack general education courses - but many times "general education concepts" are included in the teaching of technical courses.

Student personnel must be intimately involved with curriculum development and the curricula should be an outcome of student needs.

A vital need with respect to technical and occupational program is informing students and their parents of their existence and the career opportunities to be had. Moreover, it is necessary on a continuing basis to maintain liaison between high school counselors and technical course teachers, and the college counselors and technical-occupational instructors.

Merely dispensing the information is not enough however. There must be continuous re-adjustment of the curricula in view of changing student needs and employer needs. Basic to this re-adjustment is the process of evaluation - i.e., just knowing the student graduated and got a job is not enough - a more extensive follow-up is needed to determine: 1) relevancy of what he learned to what he is doing on the job 2) what he learned that can help him advance in his job.

Much of the information we have about students we seldom use or know how to use to best advantage.

Two dimensions of appraisal have been overlooked: CUES (College and University Environment Scales) and CLEP (College Level Examination Program). In regard to CLEP, state-wide guidelines are needed in using test results for advanced credit and/or advanced standing.

Technical curricula should insure the opportunity for learning to live as well as to earn a living. This necessitates a certain amount of general education courses. Whether these courses should be the same as those in transfer curricula is a matter of debate.

The State Department of Education is receptive to a new format for curricula and even new degrees provided some rationale is behind it.

In any program we revert to evaluation of it and appraisal of students. Quite often we appraise a student only:

1. When he comes in because he perceives a problem.
2. When we perceive a problem.

Each institution may have to examine its points of contact with students to determine what other ways they might come into contact and if such contact is needed and beneficial.

What will be the characteristics of students in the 70's? What will the world of work be like in the 70's? Diversity and flexibility of student personnel, curricula and the college will be a necessity.

Recommendations:

1. More effective ways need to be found to orient prospective students and the community to the community college, its opportunities and the ways in which it wants its educational responsibilities.
2. More effective means need to be developed to orient the staff, students, high school and community concerning the importance of the technologies.

3. More should be learned about the art, process and practice of student appraisal from the point of original admission of a student through graduation and/or placement through in-service training programs for staff.

4. Answers should be found to the problem of advanced placement both in the technologies and the regular transfer programs through better appraisal technologies.

5. Effort should be made to better "mesh" student needs and abilities with employer demands, through curriculum changes where necessary or desirable.

6. Ways should be developed to involve students in curriculum planning whereby curricula are the outgrowth of their expressed needs.

7. Ways must be found to allow for continued maximum diversity among the Maryland community colleges in curricular offerings, students, co-curricular programs, and the total college, if each school is to meet the unique educational needs of the specific community in which it is located.

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